



Cynhadledd Ryngwladol ar Ddwyeithrwydd mewn Addysg



PRIFYSGOL
BANGOR
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International Conference on Bilingualism in Education

Noddwyd gan:

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Introduction

Dear Delegates

Welcome to the first International Conference on Bilingualism in education, the event is taking place in Bangor University, North Wales 10-12th June 2016. The Bangor International Conference on Bilingualism in Education takes place in Neuadd Reichel, Bangor University, Ffriddoedd Road, Bangor.

The School of Education at Bangor University, North Wales, in conjunction with the Centre for Research in Bilingualism, is hosting its first International Conference on Bilingualism in Education 10–12 June, 2016, including a prestigious evening lecture to celebrate the work of Professor Colin Baker. The conference is an opportunity for researchers and practitioners from a diverse range of disciplines to come together to discuss current issues relating to bilingualism within the education sector.

The conference is sponsored by the Coleg Cymraeg Cenedlaethol.

Located in the well-established bilingual community in the Welsh-English speaking area of North Wales, the new research centre will have an advantage in providing easy access to bilingual people and will allow an unprecedented concentration of effort on Welsh-English bilinguals as well as offering a springboard into other bilingual communities.

The main objectives of the Centre are:

- to increase the understanding of bilingualism world-wide, as regards both the individual and the community;
- to build research capacity on bilingualism in the UK by developing a vibrant 'laboratory' for the study of bilingualism in action which aims to serve as a platform for interactions between bilingualism experts and junior researchers;
- to develop strong bidirectional links with practitioners and policy makers concerned with bilingualism in the UK, so as to ground research and theory in the needs of those users and ensure dissemination of research findings;
- To develop new collaborations between researchers on bilingualism at the University of Wales Bangor and bilingualism experts worldwide.

Keynote Speakers

Professor Ofelia Garcia

City University of New York

Ofelia García is Professor in the Ph.D. program of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University's Teachers College and Dean of the School of Education at the Brooklyn Campus of Long Island University. Among her recent books are *Bilingual Education in the 21st century: A global perspective*; *Educating Emergent Bilinguals* (with J. Kleifgen); *Additive Schooling in Subtractive Times* (with L. Bartlett), *Bilingual Community Education and Multilingualism: Beyond Heritage Languages in a Global City* (with Z. Zakharia and B. Otcu), *Handbook of Language and Ethnic Identity* (volumes, I and II, with J. Fishman); *Negotiating Language Policies in Schools: Educators as Policymakers* (with K. Menken); *Imagining Multilingual Schools* (with T. Skutnabb-Kangas and M. Torres-Guzmán), and *A Reader in Bilingual Education* (with C. Baker). She is the Associate General Editor of the *International Journal of the Sociology of Language*. She was the 2012 Wits Claude Leon Distinguished Scholar at the University of Witwatersrand (South Africa), and has been a Fulbright Scholar, and a Spencer Fellow of the U.S. National Academy of Education.

Professor Jasone Cenoz

University of the Basque Country

Jasone Cenoz is Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU. Her research focuses on multilingual education, third language acquisition, bilingualism and multilingualism. Specific topics Jasone has investigated in her research include the multilingual lexicon, translanguaging in written production, Basque multilingual education and cross-linguistic influence.

She has published articles on multilingual education in *Modern Language Journal*, *Applied Linguistics*, *Language Culture and Curriculum*, *TESOL Quarterly*, *Language Teaching* and the *International Journal of Bilingual Education and Bilingualism*, among others. She is also the author of several book chapters and books and the award-winning monograph *Towards Multilingual Education* (*Multilingual Matters*, 2009). She has just co-edited two books: *Minority Languages and Multilingual Education* (Springer, 2014) and *Multilingual education: between language learning and translanguaging* (Cambridge University Press, 2014).

She has presented her work at conferences and lectures in the US, Canada, Australia, Hong Kong, India, Brunei, Singapore, Israel and most European countries. She has served as AILA publications coordinator for 8 years and she has been a member of the Executive Committee of IASCL and the International Association of Multilingualism.

Friday 10th June, 2016

What happens when they leave school? Understanding students' attitudes towards post-compulsory study in minoritized languages

Andrew James Davies, Prifysgol Aberystwyth

With a particular focus on Wales and the Welsh language, this paper considers current understandings of the attitudes and orientations of post-compulsory students towards studying in autochthonous 'minoritized' languages, after they leave school. It is widely-acknowledged that the establishment of school-based educational provision in minoritized languages has been a key factor in language revitalisation in a range of primarily European contexts, where institutional recognition and support have been secured by the relevant minority. In the Welsh context, and elsewhere, the production of new speakers has arisen primarily as a consequence of the growth in the number of school-aged pupils studying through the medium of Welsh. Such expansion has been driven primarily by parental demand; itself observed to be motivated by a range of integrative imperatives such as affinity, regret about parents' own non-acquisition, and a desire for their children to be equipped to participate in the cultural and civic life associated with the language. Yet, such explanations do not necessarily provide a transferable framework within which to account for the attitudes, orientations and actions of students once they leave compulsory education. Post-compulsory students have been described as strategic 'choosers'; this phase perhaps marking a shift in the balance of influence between young people and their parents in choosing their educational provision and medium, and in assessing its affordances in the context of students' aspirations in the labour market. Yet, integrative imperatives cannot be discounted, and do for some students exert an influence on their choosing strategies with regards to language. This paper will consider the need for a distinctive framework to understand the attitudes and values of students, that takes accounts of their often highly strategically-negotiated positions towards study in minoritized languages in post-compulsory education.

Code-switching in English Departments in Kurdistan Universities

Fatima Berot, University of Leicester

Code-switching in English Departments in Kurdistan Universities This paper examines the use of code-switching (CS) in Facebook comments by lecturers and students at English departments from universities in Kurdistan. Based on data collected via Facebook groups from 12 lecturers, 24 fourth-year and 24 first-year students in early 2014, this paper examines 99 comments which are comprised of 33 comments per group, balanced for gender. Drawing on the methodology of Myers-Scotton (2006), I distinguished Kurdish Matrix Language and English Matrix Language at the level of the clause in the data. After determining the percentage of clauses with code-switching overall, I determined the direction of code-switching within the mixed-constituents. Furthermore, to examine the function of CS, I focused on the differences in using CS by looking at features such as humour and teasing. The results show that there are considerable differences in participants' behaviours both in the choice of matrix language and functions of CS. It is

apparent that first, the more advanced English speakers, particularly lecturers, use English as their ML more, which I will demonstrate is related to competence. Second, there is a difference in using humour as a function of CS by the fourth-year student group, which I argue is a result of the style of the group. Thus, the analysis shows that CS is apparent in Facebook written discourse and the reasons for CS are similar to those of the conversation. Myers-Scotton, C. 1993. Duelling Languages: Grammatical Structure in Code-Switching.

Model newydd ar gyfer Cymraeg Ail Iaith? Astudiaeth ar sut orau y gellir cyflwyno'r Gymraeg fel ail iaith yn llwyddiannus i'r rhai yn yr ardaloedd mwyaf Seisnig yng Nghymru.

Alex Lovell, Academi Hywel Teifi, Prifysgol Abertawe

Ers cyhoeddi Iaith Pawb (2003), mae Llywodraeth Cymru wedi dangos ymrwymiad i gynyddu nifer y siaradwyr dwyieithog yng Nghymru. Rhan o'r weledigaeth honno yw datblygu addysg yn y Gymraeg. Mae diffygion Cymraeg Ail Iaith wedi'u mynegi'n gyson ers cryn amser mewn adroddiadau gan Estyn, ynghyd ag arolygiad diweddar Sioned Davies (2013), Un Iaith i Bawb. Er gwaethaf datblygiadau arwyddocaol diweddar mewn polisi iaith megis Iaith fyw (2012), ac mewn polisi addysg Gymraeg megis Strategaeth Addysg Cyfrwng Cymraeg (2010), mae gagedor yn bodoli o hyd rhwng polisi ac arfer mewn ysgolion cyfrwng Saesneg. Cadarnhawyd hyn yn ddiweddar gan Brif Weinidog, Carwyn Jones (2015, Rhagfyr 4, paragraff 4), sydd bellach am "i'r polisi symud i ffwrdd o'r cysyniad o "ail iaith" tuag at ystyriaeth integredig a chydlynol o'r Gymraeg fel iaith wirioneddol fyw". Gydag adroddiad Davies fel ei chanolbwynt, ystyria'r ymchwil ddoethurol hon sut orau y gellir cyflwyno Cymraeg fel ail iaith mewn ysgolion cyfrwng Saesneg yn yr ardaloedd mwyaf Seisnig yng Nghymru. Wedi astudio'r gwahanol fodelau posibl ar gyfer cyflwyno ail iaith, canolbwyntir yn arbennig ar un model, sy'n cynnig darpariaeth ddwyieithog, sydd ar waith mewn ysgol uwchradd Saesneg a'i hysgolion bwydo. Wrth gymharu'r model hwn â'r model traddodiadol mewn ysgol gymharol, anela'r gwaith maes cyfredol at ateb y cwestiynau canlynol: i) O gymharu â'r model traddodiadol, ydy'r model dwyieithog yn sicrhau cyrhaeddiad uwch yn y Gymraeg?; ii) A ddaw'r cyrhaeddiad uwch hwn yn y Gymraeg ar draul cyrhaeddiad mewn pynciau eraill?; iii) I ba raddau mai oherwydd y ddarpariaeth, yn hytrach na ffactorau allanol eraill, y mae'r model amgen yn fwy effeithiol? Ar sail canfyddiadau'r ymchwil, anelir at gyflwyno tystiolaeth bellach dros newid sylfaenol yn y sector, a model a allai gael ei weithredu fel cam i ddatblygu dwyieithrwydd mewn ysgolion cyfrwng Saesneg yn yr ardaloedd mwyaf Seisnig yng Nghymru.

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New model for Welsh Second Language? A study on the best way to successfully introduce Welsh as a second language in the areas of greatest English language use in Wales.

Alex Lovell, Academi Hywel Teifi, Prifysgol Abertawe

Since the publication of *Iaith Pawb* (2003), the Welsh Government has shown a commitment to increase the number of bilingual speakers in Wales. Part of that vision is to develop education in Welsh. A shortfall in Welsh Second Language has long been consistently expressed in reports by Estyn, together with a recent inspection by Sioned Davies (2013), *Un Iaith i Bawb*. Despite recent significant developments in policy language such as *Iaith Fyw* (2012), and in Welsh education policy such as the Welsh Medium Education Strategy (2010), a gap still exists between policy and practice in English medium schools. This was confirmed recently by the First Minister, Carwyn Jones (2015, December 4, paragraph 4), who is now for a "policy to move away from the concept of 'second language' towards an integrated and coherent account of Welsh as an actual, living language". With the Davies report as its focus, this doctoral research considers how it may best introduce Welsh as a second language in English medium schools in areas of greatest English language use in Wales. Having studied the various possible models for introducing a second language, the focus is on one particular model, which offers bilingual provision, which operates at an English high school and its feeder schools. When comparing this model with the traditional model in a comparable school, the current fieldwork aims to answer the following questions: i) Compared to the traditional model, does the bilingual model ensure higher attainment in Welsh? ; ii) Does this higher achievement in Welsh come at the expense of achievement in other subjects? ; iii) To what extent due to the provision, as opposed to other external factors, is the alternative model more effective? Further evidence for a fundamental change in the sector is presented based on the research findings, as well as a model that could be implemented as a step to develop bilingualism in English medium schools in areas of greatest English language use in Wales.

Translanguaging in online Chinese learning: A methodological approach

Jenifer Ho, UCL Institute of Education

Online language learning platforms are now highly popular. With significant parts of these platforms being available for free to anyone with Internet access they have significant impact on foreign language learning. In this paper I will present a multimodal approach (Kress, 2010) to research how learners of Chinese remember the form, meaning, and pronunciation of Chinese characters in an online language learning platform, *Memorise*. Through screen recordings and interviews the study documents the learning practices of two learners over a period of 4 weeks. Using a translanguaging lens that builds on the notion of languaging, I produce detailed accounts of how learners transform their existing knowledge of Chinese characters and materials created by other learners to design multimodal texts that serve pedagogical purposes through the process of resemiotization

(Iedema, 2003) and translanguaging (Li Wei, 2011). By adopting a multimodal approach to data collection and analysis, I illustrate how Memrise provides a “translanguaging space” (Li Wei, 2011) for multilingual learners to create multimodal texts for remembering Chinese characters in a creative and critical way that not only goes between different linguistic structures and systems, but also goes beyond them. While a lot of studies in translanguaging focus on linguistic practices in multilingual classrooms, only a number of them examine translanguaging in written form in online contexts, therefore there is a need for the use of new research methodologies to research this kind of new environment. This study aims to open a new venue for research and challenge existing understanding on language learning.

Codemeshing in an online discussion forum

Grace Kim, University of California, Berkeley

This paper examines how new digital technologies and online social networks have supported youth engagement with Korean, a minority world language. Like other minority world languages, Korean is often taught and learned in formal settings, such as heritage language schools. The empirical case presented by this paper illustrates Korean language learning in an informal, online setting. Findings are from a study on language and literacy practices by youth of diverse backgrounds who participated in an online discussion forum devoted to Korean dramas. Data included the writing, visual images, and interactions created within the forum. Qualitative content analysis focused on multilingual, multimodal practices in the forum’s discussion threads. Grounded in sociocultural theories of language learning, this paper analyzes findings related to Korean language learning and codemeshing, a form of translanguaging (Canagarajah, 2013). The author argues the affordances of informal, digitally mediated learning settings for promoting minority world languages and multilingual practices. Theoretical and pedagogical implications include where, how, and why youth today engage with minority world languages.

Parents as language planners in England’s emerging bilingual ‘free schools’

Katya Saville, UCL Institute of Education

The 2010 White Paper on education in England has, for the first time, allowed parents, with others, to apply directly to the government to open new state-funded ‘free schools’. The present paper shares data from four in-depth case studies of groups who have used this opportunity to plan, and open, bilingual primary schools in their communities. Their emergence is in stark contrast with other primary schools, where a short weekly lesson of modern foreign languages has only recently been made compulsory from age 7 to 11. Thematic analysis of interviews and field work with parent founders, parent governors and other current or prospective parents highlights how ‘early adopters’ enjoy considerable planning agency in selecting the language, marketing strategy, admissions policy and location of the school, often giving priority to their own children and networks. However, by adopting an institutional theoretical perspective, we also see how this agency is constrained by the need to gain legitimacy with regulators, and the wider community, leading to considerable compromises over the bilingual curriculum and target group. The inclusion of a failed campaign leads us to question which parent voices might be absent; and how, in the other, successful, schools, an emphasis on ‘traditional values’ and the symbolic capital of bilingual education in high-status

languages may be leading to social segregation. This paper argues that, though increasing parental language planning agency is to be welcomed generally, a small group of parents are thereby shaping de facto bilingual education policy by establishing a relatively narrow frame of values around what bilingual education means in England.

From policy to practice: A case study of EMI in a Swedish primary school

Jeanette Toth, Department of Language Education, Stockholm University

In recent years, the increasing popularity of English-medium instruction (hereafter EMI) has resulted in such programs being offered at all levels of education, from preschool to tertiary education. This has in turn given rise to a number of studies focusing on policies and practices in these programs, mainly at the upper secondary school level in Sweden. Fewer studies, however, have focused on Swedish primary schools offering EMI, more specifically how language policies impact classroom practices in such programs. In the present case study, the following research questions were investigated: 1) How do national and local education policies address languages of instruction in a Swedish primary EMI program? 2) How are these policies interpreted and implemented in classroom practices? This study makes use of an ecological perspective on educational language policies, considering various factors that impact their implementation. Over the course of two academic years, data was collected in three cycles during visits to the participating primary school class (aged 10-12 at the time of the study). Multiple methods based in linguistic ethnography were employed for triangulation, including classroom observations, interviews with teachers and an administrator as well as the collection of artifacts such as policy documents, lesson plans and instructional materials. Discourse analysis of the documents and interview data revealed discourses of language hierarchies and a native speaker ideal. Meanwhile, analysis of the data from the classroom observations revealed patterns of language use guided by both implicit and explicit language policies as well as practices that resisted said policies. Although structural constraints discouraged the use of Swedish in English-medium subjects, students' multilingual practices facilitated classroom communication as well as access to the subject content. Results show that participant agency and available resources had implications for how language-in-education policies were put into practice in the Swedish EMI program under study.

The development of academic language proficiency in the CLIL classroom

Thomas Somers, Universidad Autónoma de Madrid

This paper will present an analysis of the interrelation of teacher modelling – understood as a teaching strategy in which the teacher models the target language – and students' subject-specific language proficiency in Content and Language Integrated Learning (CLIL) classrooms. Attention will be paid to the way in which teaching through an additional language may boost foreign language learning in general, and more specifically, on how subject-specific terminology, procedures and discourse are made comprehensible and are acquired through interaction in CLIL classrooms. The design brings together two hitherto unrelated theoretical and methodological frameworks, Usage-Based Linguistics (UBL) and

Systemic Functional Linguistics (SFL), in order to reflect on the nature of CLIL classroom interactional patterns. The UBL framework grounds language acquisition in usage events determined by context, function, genre, and register. The acquisition of academic language is envisioned as an experiential and item-based process from concrete chunks of language to abstract 'constructions' which in turn allow for novel instantiations, i.e. the creative construction of discourse. SFL thereby provides a background for the semantic, pragmatic and discourse functions of constructions. These functional characteristics are bound to the register in which they are found. Data consist of recordings classroom interaction gathered from social sciences CLIL secondary classrooms in the Community of Madrid. The analysis of interactional patterns will focus on how teacher's oral discourse in the target language in CLIL classrooms links students' everyday discourse to scientific discourse; models subject-specific discourse for students; scaffolds students' use and learning of subject-specific discourse; and promotes its effective production by and among students. This paper, then, will discuss the implications for teachers to model those constructions that are constitutive of academic, subject-specific discourse, and the importance for language learners to assimilate proper use of these constructions in order to be effective and successful in the academic discourse.

Saturday 11th June 2016

Language use and attitudes in a minority language community: The case of Wales.

Dr Mirain Rhys, WISERD

Language use and attitudes in a minority language community: The case of Wales. Language use and language attitudes have been longstanding and contentious issues within the field of minority language policy. In order for individuals to succeed in becoming bilingual, they have to receive input through both languages, (Carlson & Meltzoff, 2008; Baker & Hornberger, 2001) but minority languages are not able to thrive without positive attitudes within the community (Mckinnie, Priestly & Hunter, 2009; de Guchteneire, 2002; Ves, 2009). Often, a lack of community support or infrastructure bears the burden of successful minority language transmission on a single pillar of society; Education, whilst the home and the community usually fall short (Williams & Morris, 2000). The research discussed in this paper takes a closer look at Welsh, the minority language of Wales, which is spoken by approximately 19% of the population. The Welsh Government is committed in creating a bilingual nation, and the Welsh language is a statutory part of the curriculum for every child in Wales (in varying degrees dependant on the school's language of instruction) until the age of 16 (Welsh Government, 2011). The current research was conducted in four counties in North Wales with varying percentages of Welsh speakers. Two-hundred and six parents/carers from varying language backgrounds (whose children took part in a larger study from which this data is taken) completed a language use and attitude questionnaire. Questions were asked about their attitudes towards bilingualism, the Welsh language and Welsh medium education, as well as how much Welsh they used in particular areas of their lives. All responses were gathered via Likert scale with open text option. The paper will highlight results relating to language attitude and use, where implications lie for language policy and planning - especially in the case of specific minority language policy documents tasked with increasing the level of speakers, e.g. 'A living language, a language for living' (Welsh Government, 2012). The results will contribute to the ongoing discussion on how best to proceed in planning for the future of minority languages.

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Testament yn arddangos pwysigrwydd gwireddu y Cynnig Rhagweithiol

Mrs Beryl Cooledge, Ysgol Gwyddorau Iechyd

efndir: Mae'r Mesur Iaith Gymraeg (Cymru) (2011) wedi sicrhau statws cyfartal l'r ddwy iaith yn Nghymru. Rydym felly ar drothwy amser cyffroes, lle mae bobl sydd yn derbyn gwasanaethau gofal iechyd a chymdeithaseg yn mynnu cael ei cyfarthrebiad yn ei iaith dewis. Er mwyn gweinyddu gofal o'r ansawdd mwyaf rhaid l gofalwyr iechyd ofalu eu bod yn gofyn l gleifion pa iaith sydd yn ddymunol iddyn nhw. Hwn yw y rhesymeg tu cefn l'r Cynnig Rhagweithiol sydd a'l ffynhonnell yn y Strategaeth Mwy Na Geiriau(2012). Y bwriad yw l ddarparu gwasanaeth yn Gymraeg heb l'r person orfod gofyn amdano ac l'r Gymraeg fod yr un mor weladwy â'r Saesneg. Mae'r un athroniaeth yn wir am darpariaeth addysg yn Mhrifysgol Bangor. Cyflwyniad: Bydd dwy myfyrwraig yn adfyfrio ar achlysur a ddigwyddodd iddyn nhw ar leoliad. Un enghraifft yr un o amgylchiad sydd yn dyst l'r ffaith bod siarad Cymraeg yn gallu gwneud gwahaniaeth mawr l ansawdd gofal y claf. Bwriad y ddau stori yw l ymgeisio l ddangos bod rhaid newid y diwylliant, a tynnu'r cyfrifoldeb oddi ar y defnyddiwr gwasanaeth i orfod gofyn am wasanaeth drwy gyfrwng y Gymraeg.

Testament demonstrates the importance of realizing the Active Offer

Mrs Beryl Cooledge , School of Health Sciences

Background: The Welsh Language Measure (Wales) (2011) has ensured equal status for both languages Wales. We are therefore entering an exciting time, where people who receive social and health care services insist on communication through their language of choice. To administer the best quality care, health care professionals must take care to ask patients which language would be desirable. This is the rationale behind Active Offer which has its roots in the strategy More Than Words (2012). It is intended to provide a service in Welsh without having to ask for it and for Welsh and English equally visible. The same philosophy applies to the provision of education at the University of Bangor. Introduction: Two students reflect on an occasion which happened to them on location. An example each of a circumstance that they witnessed which evidenced the fact that speaking Welsh can make a big difference to the quality of patient care. The intention of the two stories is to show that a change in the culture is necessary and to remove the responsibility from the service user to have to ask for a service in Welsh.

CLIL-based bilingual education in Poland: English vs. other languages used as a medium of instruction

Piotr Romanowski, Warsaw University

Since 1990, there has been considerable interest in the implementation of variants of bilingual education throughout the European Union. In 1994, a methodological basis, termed CLIL, by which to describe teaching and learning practice emerged. Given that English has become the language of science and academic research on the one hand and an obligatory part of many school curricula on the other, the most natural decision to make would be combining the two developments, to allow the learner to take advantage of both at the same time (Marsh 2012). This is, in essence, the rationale behind CLIL, which according to Gozdawa-Gołębiowski (2008) is the most popular methodological approach applied in Polish schools and also realized in more than 20 European countries. One important fact to be noticed is the predominance of the English language when compared to other foreign languages such as: German, French, Spanish, Italian and Russian. The present research is based on the findings collected from a specifically designed questionnaire distributed online. It was completed by teachers from over 200 Polish schools where bilingual programmes were being implemented in the last twenty years. It reveals the details regarding the distribution of secondary schools across the country, the total number of sections and students covered by bilingual programmes as well as the most common subjects taught through the medium of English. The study can further be expanded and new dimensions of investigation envisaged. Checking the effectiveness of such programmes against the results achieved by students in final exams is advisable. A second stream of research will possibly refer to the qualifications of teachers involved in the process of instruction. A prospective correlation between these two aspects and the success of bilingual programmes instantaneously arises. Gozdawa-Gołębiowski, R. (2008) Profile Report: Bilingual Education in Poland. Warszawa: British Council Marsh, D. (2012) Content and Language Integrated Learning: A Development Trajectory. Cordoba: University of Cordoba Press.

Dysgu am boen heb ddolur

Mrs Beryl Cooledge, Ysgol Gwyddorau Iechyd

O ganlyniad l'r Mesur y Iaith Gymraeg (2011) ac fel rhan o'r Fframwaith Strategol "Mwy na Geiriau" sydd yn hybu'r Cynnig Rhagweithiol, dylid addysg uwch ddatblygu dulliau addysgu sydd yn dangos cyfartaledd l'r ddwy iaith a defnyddwyd yma yng Nghymru. Cafodd y sesiwn hwn ei baratoi gyda hyn mewn meddwl. Mae'r papur yn disgrifio gwers am ffisioleg poen a sut l reoli poen. Roedd cyflwyniad gyda pwr pwynt wedi ei recordio o flaen llaw. Un mewn Saesneg ac un yn Gymraeg. Gofynwyd l'r myfyrwyr wilio'r ffilm cyn dod l'r wers. Y peth oedd yn bwysig oedd eu bod yn gallu dewis pa iaith l wrando ac l wyllo. Ar ddechrau'r wers, roedd rhaid l'r myfyrwyr weithio mewn parau l lenwi llawlyfr am y cyflwyniad, ac roedd hyn hefyd yn cael ei wneud yn eu dewis iaith. Yn yr ail hanner o'r wers, roedd y myfyrwyr eto yn cael gwyllo cyflwyniad a oedd wedi cael ei recordio o flaen llaw, mewn Saesneg neu Cymraeg cyn mynd ati l drafod sut l reoli poen mewn grwpiau. Roedd gan bob grwp claf gwahanol, ac ar ol cyfnod o amser, roedd y grwpiau yn cael ei ail ffurfio, er mwyn l'r myfyrwyr gyflwyno eu sylwadau a'u trafodaethau l'r grwp newydd. Roedd y sesiwn yn llwyddianus oherwydd ei fod

yn enghraifft o'r cynnig rhagweithiol ar waith. Hynnu yw, roedd yn hawdd I myfyrwyr ddewis I weithio yn yr iaith mwyaf cyfforddus, neu mynd o un I'r llall. Sylwir bod hyn wedi magu hyder iddynt ateb cwestiynau yn y dosbarth yn Gymraeg. Yn y darn olaf o'r wers roedd rhaid cymysgu'r grwpiau er mwyn sicrhau bod pawb yn cyfrannu ac yn adrodd I'r grwp newydd sylwadau'r grwp cyntaf. Yn anffodus i'r gweithgaredd yma fod yn llwyddiannus roedd rhaid ail ffurfio'r grwpiau ac golygodd hyn bod Cymry yn cymysgu gyda Saeson.

Learn about pain without tenderness

Mrs Beryl Cooledge , School of Health Sciences

As a consequence of the Measure of the Welsh Language (2011) and as part of the Strategic Framework "More Than Words" which promotes Active Offer, higher education should develop teaching methods that show equality for the two languages used here in Wales. The session is prepared with this in mind. The paper describes a lesson about the physiology of pain and how to manage pain. A power point presentation was recorded in advance. One in English and one in Welsh. The students were asked to watch the film before coming to the lesson. The thing that mattered was that they were able to choose which language to listen to and to watch. At the beginning of the lesson, the students had to work in pairs to complete a manual for the presentation, which was also made in their preferred language. In the second half of the lesson, the students watched a presentation that had been pre-recorded, in English or Welsh, before proceeding to discuss how to manage pain in groups. Each group had a different patient, and after a period of time, the second groups were reformed, so that students could submit their present their discussions to the new group. The session was successful because it offers an example of the Active Offer at work. That is, it was easy for students to choose to work in the language most comfortable, or to switch from one to the other. It was noticed that this increased their confidence confidence to answer questions in class in Welsh. In the last piece of the lesson it was necessary mix the groups to ensure that everyone contributed and reported the first group's comments to the new group. Unfortunately, for this activity to be successful we had to re-shape the groups and this meant that Welsh groups were mixed with English.

An t-Ionnsachadh Òg? The Gaelic language usage and social profiles of Gaelic-medium educated adults

Dr Stuart Dunmore, University of Edinburgh

This paper will examine the language practices and sociological profiles of participants in a 2015 study of Gaelic-medium educated adults in Scotland, a key demographic for language maintenance and management at the level of national policy-making. Doctoral research conducted by the author at the University of Edinburgh investigated language use, ideologies and attitudes among a purposive sample of 130 adults who started in Gaelic-medium education (GME) during the first years of its availability in Scotland, in the late 1980s and 1990s. This project drew on both quantitative and qualitative methods to facilitate data triangulation in assessing the degree to which past GME students use Gaelic, in tandem with the perceptual and sociological correlates which may underlie these usage patterns. A bilingual online questionnaire which focused on language use, attitudes and

socio-demographic backgrounds elicited 112 responses between 2011 and 2013. These were analysed statistically using Spearman's correlation co-efficient (ρ) to examine the possible relationships between non-parametric social and linguistic variables. Additionally, semi-structured interviews were conducted with 46 informants (28 of whom also completed the questionnaire) located throughout Scotland as well as further afield, whether in England or overseas. Crucially, the majority of participants' day-to-day Gaelic language use was limited, although notable exceptions to this were found among speakers who were substantially socialised in the language at home during childhood, and those who work in Gaelic-oriented professions in the present day. Specifically, this paper addresses the extent to which participants in this investigation reported using the Gaelic language in the work, home and community environments, and examines the sociological correlates of these professed language practices. My analysis draws on ordinal and correlational statistical data from questionnaire responses and qualitative data from interview excerpts in order to shed further light on the overall sociolinguistic picture which emerges from the study.

Do Immigrant Minority Students Succeed in CLIL? A Research Overview

Thomas Somers, Universidad Auntonoma de Madrid

Over the last few decades, processes of globalization and immigration have turned educational programmes and policies developed to cater to majority language or regional minority language groups into complex language planning issues. The growing influx of immigrant minority (IM) language speakers in both minority and majority multilingual education has laid bare the limitations of (some of) these programmes to provide relevant and appropriate education for all children in the 21st century. Although CLIL as a form of enrichment multilingual education has been received as possibly the best way to teach majority language students in the 21st century, there is a general reluctance among both researchers and policy makers to promote CLIL for IM students. This paper will explore from a language-in-education policy point of view the questions, fears and challenges of providing enrichment multilingual education for immigrant minority students in Europe. It will be discussed how CLIL can provide the ideal platform to modernize educational practice in the 21st century so as to cater to all students in an equitable way. This article provides an overview of the research results on the suitability of Content and Language Integrated Learning (CLIL) for immigrant minority (IM) students. It will first take a look at the limitations of existing types of minority multilingual education for IM students. Next, the literature on IM students in majority multilingual education programmes is reviewed and discussed along five lines: enrolment; IM students' enrolment in and access to CLIL programmes; IM parents' beliefs and attitudes towards CLIL-type education; IM students' motivation; and IM students' school achievement and language development. Then, language political, sociolinguistic and economic factors that drive or hamper the shift to inclusive multilingual education in Europe are considered. The paper concludes with pedagogical implications for inclusive CLIL programmes and suggestions for further research.

Prif-ffrydio Egwyddor y 'Cynnig Rhagweithiol' mewn Addysg Gofal Iechyd

Gwerfyl Roberts, Ruth Williams, Sharon Pierce, Beryl Cooledge

Prifysgol Bangor

Bwriad y cyflwyniad hwn yw gwerthuso strategaeth ynghylch prif-ffrydio egwyddor y *'cynnig rhagweithiol' i raglenni addysg gofal iechyd er mwyn paratoi myfyrwyr i ddarparu gofal o ansawdd mewn cyd-destun dwyieithog. Mae gwasanaethau gofal iechyd yn canolbwyntio ar ofalu am bobl fel unigolion a gosod y defnyddiwr yng nghanol y gofal hwnnw. Yng nghyd-destun dwyieithog Cymru, dim ond trwy gyfrwng y Gymraeg y gall llawer o siaradwyr Cymraeg egluro'n effeithiol eu hanghenion gofal (Misell, 2000; Iaith, 2012; Comisiynydd y Gymraeg, 2014). Am hynny, mae gwasanaethau cyfrwng Cymraeg yn hanfodol er mwyn darparu gofal iechyd o ansawdd. Mae dod â'r iaith Gymraeg yn elfen allweddol o addysg gofal iechyd yn ffordd o sicrhau y bydd gan weithlu'r dyfodol y wybodaeth, sgiliau a'r agweddau angenrheidiol er mwyn darparu gwasanaethau dwyieithog, a hynny ar sail y 'cynnig rhagweithiol' sy'n rhan allweddol o bolisi iechyd a gofal cymdeithasol cyfredol Llywodraeth Cymru (2016). Mewn partneriaeth â'r bwrdd iechyd lleol, sefydlwyd llwybr penodol tuag at ddarpariaeth ddwyieithog ar gyfer myfyrwyr gofal iechyd sy'n anelu at brif-ffrydio egwyddor y 'cynnig rhagweithiol' o fewn ein rhaglenni addysg. Bwriad y cyflwyniad yw gwerthuso'r llwybr hwn, sy'n ymgorffori:

- Dull cyfannol o gyflwyno dwyieithrwydd ar draws systemau'r ysgol sy'n seiliedig ar dystiolaeth
- Dulliau dysgu ac addysgu cymysg a phwrpasol sy'n seiliedig ar ddysgu gweithredol
- Systemau mentora dwyieithog er mwyn cefnogi myfyrwyr ar leoliadau clinigol
- Polisiau a strategaethau lleol a chenedlaethol er mwyn cryfhau a mireinio'r gwaith.

Wrth adeiladu llwybr o'r fath, awgrymwn y bydd modd meithrin myfyrwyr a gweithlu'r dyfodol i fod yn ieithyddol sensitif a gwybodus am gyd-destun eu gwaith. O ystyried yr heriau sy'n wynebu darparwyr gofal iechyd y tu hwnt i Gymru wrth gynllunio gwasanaethau dwyieithog, mae'r papur yn cynnig cyfle i sbarduno trafodaeth ar draws ffiniau a blaenoriaethu cwestiynau ymchwil ynghylch yr arfer orau. Cyfeiriadau Comisiynydd y Gymraeg (2014) Fy iaith, fy iechyd: ymholiad statudol i'r defnydd o'r Gymraeg mewn gwasanaethau gofal sylfaenol. Caerdydd: Swyddfa Comisiynydd y Gymraeg Iaith (2012) Profiad siaradwyr Cymraeg o'r gwasanaethau iechyd a gofal. Castell Newydd Emllyn: Iaith. Misell A. (2000) Y Gymraeg yn y gwasanaeth iechyd: Welsh in the Health Service: cwmpas, natur a digonolrwydd darpariaeth trwy'r Gymraeg yn y Gwasanaeth Iechyd Gwladol yng Nghymru. Caerdydd: Cyngor Defnyddwyr Cymru. Llywodraeth Cymru (2016) Mwy na geiriau: fframwaith strategol olynol ar gyfer gwasanaethau Cymraeg mewn iechyd, gwasanaethau cymdeithasol a gofal cymdeithasol. Caerdydd; Llywodraeth Cymru. *"Darparu gwasanaeth yn Gymraeg heb i rywun orfod gofyn amdano." (Llywodraeth Cymru, 2016, 121)

Mainstreaming the principle of the ' Active Offer ' in Health Care Education

Gwerfyl Roberts , Ruth Williams , Sharon Pierce , Beryl Cooledge

Bangor University

This presentation is intended to evaluate a strategy concerning mainstreaming the principle * 'proactive approach to healthcare education programs to prepare students to provide quality care in a bilingual context. Healthcare services are focused on caring for people as individuals and place the user at the centre of that care. In the context of a bilingual Wales, it is through the Welsh language only that many Welsh speakers are able to effectively explain their care needs (Misell, 2000; Language, 2012; Welsh Language Commissioner, 2014). Therefore, the Welsh medium services are essential to providing quality health care. Making the Welsh language a key component of healthcare education is a way of ensuring the future workforce will have the knowledge, skills and attitudes necessary to provide bilingual services, based on the 'active offer' which is a key part of the Welsh Government's (2016) current health and social care policy. In partnership with the local health board, a specific path towards bilingual provision for healthcare students aimed at mainstreaming the principle of 'active offer' within our education programs was established. The intention of this presentation is to evaluate the path, which incorporates:

- A holistic approach to introduce bilingualism across the school systems based on evidence
- Mixed and purposeful methods of learning and teaching based on active learning
- Bilingual mentoring systems to support students on clinical placements
- Local and national policies and strategies to strengthen and refine the work.

In constructing such a path, we suggest it is possible to nurture students and future workforce to be linguistically sensitive and knowledgeable about the context of their work. Given the challenges facing the health care providers outside Wales when planning bilingual services, the paper offers an opportunity to stimulate discussion across borders and prioritizing research questions regarding the best practice.

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Assessing insight in a multilingual, academic environment

Christa Van der Walt, Stellenbosch University

As a result of increasing internationalisation and the growth in the use of English language programmes, higher education classrooms are characterized by translanguaging practices. In South Africa the situation is even more complex, with home language speakers of minoritized languages studying through the medium of English. In this context the quality of teaching and learning becomes critical, as lecturers and students use strategies like code

switching, co-languaging, and translation to make sense of complex academic texts. Against this background, this study attempts to use a strategy, a 'double journal entry' to determine whether what students read in one language (typically English) is available to write an academic response in another language (typically a home or school language). In the case of this project the strategy requires that a key section of a reading is chosen and a response is written on it in another language. This study reports on an ongoing project in which the 'double journal entry' was used with two successive year groups of students as a way to determine whether knowledge in one language is available in another (following Knapp 2014). Using qualitative data analysis, my analysis shows that students use a variety of strategies to either avoid engaging with content or hide their lack of comprehension. One of the most important implications of this project is that high quality, academic reading material in minoritized languages needs to be made available to support the demonstration of insight in academic reading and writing activities.

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Trilingual Education in Friesland

Alex Riemersma, NHL & Stenden universities of applied sciences

From 'weak' Bilingual Education to 'strong' Trilingual Education in Fryslân Alex Riemersma, Frisian and Multilingual Education (NHL & Stenden, Ljouwert/Leeuwarden) Current position of Frisian and English education (aged 4-15): In the 20th century, Frisian has developed from an optional subject only (1937) to a compulsory subject for all pupils in primary education (1980), and from 1993 in lower secondary education as well. Currently, Frisian is mainly taught through 'weak models' with 'limited enrichment' (Baker 2011: 210): one hour per week. However, more than 100 primary schools (out of 450) apply a bilingual model, and another 75 schools apply the concept of 'Trilingual Education' with both Frisian and English as a medium of instruction (Van Ruijven and Ytsma 2008; Riemersma and De Vries 2011). The impact of Research Since the turn of the century, the number of trilingual schools has increased, and schools are working step-by-step towards a fully developed, tailor made application of the CLIL approach ('Content and Language Integrated Learning'), using school television programs from 'Omrop Fryslân' and digital teaching tools such as Myschoolsnetwork, evaluated through a student monitoring system and a final examination: the Frisia-test. This model of 'Trilingual education' can be considered a 'strong model' aiming at additive bilingualism: 'maintenance, bi-literacy and enrichment' (Baker 2011: 210). Challenges for the near future • Competencies of teachers in all three target languages: language command, didactics and meta-linguistic awareness. • Digital testing tools (reading comprehension, grammar, orthography) and a student monitoring system. • Cooperation of primary schools with the local pre-primary provision, and teacher training. • The profile of primary teacher training 'Multilingual Teacher's Education'. • The extension of the 3TS Network till 100 trilingual primary schools in 2018.

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An educational program that trains university professors in health care and social work to the concept of “active offer” of social and health services to the French-speaking minority in Canada

ClaireDuchesne, University of Ottawa

The University of Ottawa has the responsibility to train health professionals to offer services in French among French-speaking minority communities across Canada. In this context, the University has recently created educational guidelines to include the concept of “active offer” of social and health services in French for future health care and social work professionals. A team of researchers organized, implemented and evaluated a program to train the trainers. Regular professors, part-time professors, clinical coordinators and other educators have been involved in a three half-day workshop during the Fall 2015 session with a practical project to implement in the Winter 2016 session. These three workshops were evaluated to measure the level of satisfaction and knowledge gained by the participants. The practical project has been evaluated using a Focus Group method, in order to assess if adding new content in programs already overloaded had a negative impact on programs. The knowledge, attitudes and skills developed during this program have also been evaluated through observation during the training. Our presentation will include an overview of the program, its educational framework, pedagogical choices, teaching strategies, and the different tools that we elaborated to evaluate this program. The evaluation results showed a high level of creativity among participants to bring this concept of “active offer” at any level of their participation in their teaching position, ie. Academic direction, Dean’s office level, School general assembly, courses, and clinical behaviors. The corresponding values between the responsibilities of training students to future involvement in their professions toward the French-speaking minority in need for health and social services, and the newly learned concept of “active offer” were great motivators for the workshops participants. Finally, the level of satisfaction was very high, with common quotes reporting “how good it was to have time to learn something new along with teaching strategies and modalities.”

Histories and trajectories, time and space: bringing life outside into the (bilingual) classroom

Robert Sharples, University of Leeds

Young migrants face a ‘double challenge’: to learn the medium of education at the same time that they learn through that language. There is no single agreed pedagogic approach but discussion often centres around whether or not to withdraw pupils from the mainstream curriculum and – especially in the late secondary phase – whether to focus on classroom language or the language needed for work and life beyond compulsory education. The young people’s voices are often noticeably missing, and in this paper I report on the discursive strategies used by young migrants to bring their outside lives into the classroom. This is often seen as a distraction or misbehaviour – it often involves calling out or covertly using mobile phones – but closer analysis reveals that young migrants are

sophisticated makers of meaning, drawing on a broad repertoire of linguistic signs, discursive routines and geographies from outside school as a way of mediating their place in the classroom. The research draws on extensive observations of young people and their teachers, including interviews, photographs and classroom audio recordings, from two years of fieldwork for my doctoral study. This time-scale allowed access to sites of negotiation that were otherwise hidden from the teachers – the notes passed between students, the marginalia and mobile apps – as well as the use of the public space of classroom talk that the teacher normally dominates. As well as giving insight into the classroom experiences of young migrants, this paper argues that their apparent misbehaviour could be a vital resource for teachers of EAL or bilingual students.

Investigating the Use of English-Arabic Codeswitching in EFL Classroom Oral Discourse

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Teaching EFL is often exciting and challenging especially in the Algerian context where multilingualism is the norm. Codeswitching as one aspect of multilingualism makes an interesting area of research due to its widespread in the Algerian EFL classes. This study is conducted with the aim of unveiling the effectiveness of such phenomenon in teaching EFL to elementary learners. More specifically, it seeks to find out the functions of English-Arabic codeswitching in EFL classroom oral discourse and the extent to which they contribute to the flow of classroom interaction. It also seeks to elicit teachers' and learners' views, beliefs, and perceptions towards this practice. To achieve this aim, the study employs a combination of qualitative and quantitative research methods which include classroom observation and questionnaires. The results obtained from the analysis of the audio recordings indicate that teachers' codeswitching to Arabic is not only used for academic and classroom management reasons. Rather, the data display instances in which codeswitching is used for social reasons. The analysis of the questionnaires reveals that teachers and pupils show different attitudes towards this phenomenon. Teachers reported their deliberate switching during their EFL classes, yet the majority was against this practice. According to them, the use of the mother tongue has detrimental effects on the acquisition and the practice of the target language. In contrast, pupils opted for the use of the mother tongue because it enhances and facilitates their understanding. The findings support the fact that the shift to the learners' mother tongue is a strategy which assists the teaching and learning of the target language at the elementary stages. The study concludes with some guidelines to the implementation of codeswitching in teaching EFL in Algeria.

Factors influencing parents and pupils in progression from primary to post-primary immersion education

Laoise Ní Thuairisg and Pádraig Ó Duibhir, National University of Ireland, Galway/ St Patrick's College, DCU

Attrition and non-progression can have a detrimental impact on the immersion context, for pupils and for the school community (Kerbow, Azoitia & Buell, 2003). There are many factors impacting non-progression including limited choice in subject matter available at post-primary; greater opportunity of higher academic achievement; challenges, academic

and otherwise related to immersion education; dissatisfaction with immersion content (Culligan, 2010; Ó Duibhir et al., 2015). Parents also play a significant role in the decision-making process involved in the transition from primary to post-primary education. Attrition in immersion education is of particular relevance in a minority language immersion context where language proficiency can depend solely on educational structures (Llywodraeth Cynulliad Cymru, 2010). Attrition rates increase significantly during the transition from primary to post-primary education, as witnessed in Canada, Wales, and in the United States (Bourdreaux & Olivier, 2009; Cadez, 2006; Redknap 2006). In Ireland, Ó Duibhir et al. (2015) found that in the majority of schools, fewer than half of pupils progressed from Irish-medium primary to post-primary (Ó Duibhir et al., 2015). In this paper we will report on the factors influencing parents and pupils in progression from primary to post-primary Irish-medium education in the Republic of Ireland. Findings are based on the analysis of questionnaire and interview results with parents and pupils of Irish-medium primary schools. These results highlight areas where action is needed if progression rates in immersion contexts are to be improved upon.

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Teaching mathematics in a Basque-medium pre-primary classroom: interaction resources and problem solving techniques

Julia Barnes, Arantza Ozaeta, Matilde Sainz, Mondragon Unibertsitatea – HUHEZI

This paper reports on the introduction of mathematics to children in Early Childhood Education in the Basque Autonomous Community in Spain, in a multilingual education context in which 50% of students complete the curriculum in their L2, Basque. Our interest focuses on the explanatory and problem solving expressions used by the teacher to the pupils that serve the dual purpose of teaching both the linguistic and the mathematical content (Osinaga Sainz, 2011). We first identify the basic gestures of the teacher (Schneuwly and Dolz, 2009) then within this framework we analyze the achievements and difficulties of

the pupils and the type of expressions and gestures used by the teacher to help students in their dual learning (language and mathematics). The study focuses on a mathematics class with children of 4 years in a state school Basque immersion program (model D), in which all the early childhood curriculum is followed through the medium of Basque. Ordinal and cardinal numbers, estimates and serial numbers are being taught. The class session has been designed by the teacher along with colleagues as an outcome from a reflection based teacher-training program. The fact that many of the pupils are learning the curriculum in an L2, together with the existence in the class of a recently arrived newcomer who is unfamiliar with the language add to the interest of understanding the strategies of interaction in this school context and in particular in relation to mathematics.

Translanguaging Teaching: Comparing traditional (bilingual) and super-diverse contexts

Eowyn Crisfield, Crisfield Educational Consulting

This session looks at the challenges and opportunities in implementing a translanguaging approach in two different teaching environments. As the field of language in education expands and changes, more attention is being paid to alternative paradigms of bilingualism/multilingualism, and how these should be represented in education. At the forefront is the work on translanguaging, combining new reflections on the nature of bilingualism/multilingualism with the practice of teaching (see, for example: Cenoz, 2013, Cenoz & Hunston, 2015, Garcia, 2009). In this session we will look at two areas of implementation of translanguaging in schools: theory and practice. Through data collected by means of observation and interview, comparisons will be drawn between the two teaching environments: a dual-language school, with all pupils studying both English and Kiswahili, and an international school with pupils from a wide variety of language backgrounds, all studying with English as the medium of instruction. Both schools are moving towards a translanguaging pedagogy from more traditional perspectives. The dual-language school represents the “two solitudes” model of bilingual education (Cummins, 2008), in which each language inhabits its own space, both physical, in terms of classrooms, and metaphysical, in terms of time and attitudes. This school has chosen to implement a translanguaging pedagogy in order to more closely represent the multilingual realities of its students. The second school is an international school with a classic approach to “language learners” where these students are seen as acquiring a new language separate from their home language(s). This school is looking to use translanguaging as a means of supporting the bilingual and academic development of its non-native English speaking pupils. Despite the very different nature of the two schools there are common themes in the challenges they are facing as they integrate new theory and practice into their school communities.

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Minority Language Families in Diaspora: Catalans in New York City

Eva J. Dausa, University of Groningen

Educating multilingual children is an adventure ideally shared by teachers and parents. In order to encourage families to embark on, and persist in, the multilingual challenge, teachers benefit from a deep understanding of why parents decide to transmit which of their languages or not, and how they manage. Mixed and migrant families offer a particularly interesting case, since typically parents are forced to make conscious choices regarding their language repertoire. They can also illuminate the dynamics concerning societal multilingualism, where choices might be more environmentally mediated. I present one such case within the USA, a rich multilingual society, yet where, due to dominant ideologies promoting the hegemony of English, intergenerational transmission of other languages is oftentimes weak. Through questionnaires as well as ethnographic interviews, I examine linguistic practices and ideologies by multilingual families residing in NYC, in which one of the parents is born in Catalonia. Potential languages for transmission are: two locally available and globally projected languages, English and Spanish; and Catalan, not only a minoritized language at home, but also one with no presence in the American landscape. In the sample of 62 families, parents transmitted Catalan in a surprising proportion, and in many cases at the cost of Spanish. A motivational analysis revealed that the determinant factor was the distribution of integrative and personal values among the languages and the symbolic role that the languages had in the construction of identity. This population is compared with the NYC Galician community, which presents similar sociolinguistic characteristics, but opposite linguistic choices. An analysis of language ideologies reveals that the dominant linguistic ideologies in the homeland, tending to monoglossia in Catalonia and to heteroglossia in Galicia, were maintained in the diasporic context, where, in an accelerated and condensed manner, they produce divergent results regarding parental desires for intergenerational transmission.

The multilingual turn: an irreversible shift in how we understand language, learners and learning

Gabriela Meier, University of Exeter, Graduate School of Education

What we do as language teachers in our classrooms depends to a large extent on how we understand language, learners and learning. A recent shift towards bilingual, multilingual or plurilingual understandings of language learning has given momentum to the idea of the multilingual turn in languages education (May, 2014; Conteh and Meier, 2014). The multilingual turn seems to bring together disciplines that had often been treated separately and tries to establish theoretical relevance for all these contexts. These include second language acquisition (SLA), English as a foreign language (EFL), modern foreign languages (MFL), and bilingual education (immersion, CLIL), etc. In this talk, I will introduce the multilingual turn, which seems to follow on from and incorporate other important

theoretical turns in our field such as the cognitive and the social turn. Previous turns were based on, or emerged from influential models of language learning, which in turn influenced pedagogy. There is the argument that we witness another such turn, the multilingual turn, which arguably heralds a paradigm shift in pedagogy. The question discussed in this talk will be: How do authors associated with the 'multilingual turn' conceptualise language, learners and learning, and what are the implications for bilingual education? This is based on a thematic analysis of 21 chapters published in two edited books, both with the phrase 'the multilingual turn' in their title (Conteh and Meier 2014; May 2014). Conteh, J. and G. Meier, Eds. (2014). *The multilingual turn in languages education: opportunities and challenges* Series New Perspectives on Language and Education. Bristol, Multilingual Matters. May, S. (2014). *The multilingual turn: Implications for SLA, TESOL and Bilingual Education*. New York, Routledge.

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A sociocultural approach on the role of translanguaging for learning in subject-matter classrooms

Joana Duarte, University of Groningen

Due to the monolingual self-understanding (Gogolin 2008) of European nation-states, migration-induced multilingualism and the language mixing practices it triggers are not usually acknowledged as resources for teaching and learning within mainstream classrooms. Research analysing the use of code-switching within classroom settings has however identified its multiple functions as tools for the learning of multilinguals (Reyes 2004). Yet, these studies have taken on a strong linguistic focus – i.e. investigating the contexts of language mixing and its linguistic forms – and examined mostly non-naturalistic settings of younger learners. Thus, the current study addresses the role of multilingualism specifically for learning of adolescent multilinguals engaged in content-based tasks in naturalistic classroom settings. The study draws on videographic data recorded in 59 10th grade (16-year-olds) subject-matter classes in 5 secondary schools (Duarte et al 2013). Applying sociocultural discourse analysis to peer-peer interaction (Mercer 2007), and therefore considering how learners scaffold one another as they participate in collaborative activity and in the co-construction of knowledge, results describe several functions of language mixing for 'exploratory talk' (Mercer 1995) leading to content-matter learning. Multilingual adolescents in naturalistic settings thus use their multilingualism to cognitively engage with content-based tasks and produce high order speech acts embedded in complex talk.

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Vol 1, No 2. Reyes, Ilana (2004): Functions of Code switching in Schoolchildren's Conversations. *Bilingual Research Journal*, 28 (1) 77-98.

Ról na dTuismitheoirí san Oideachas Lán-Ghaeilge/The Role of Parents in Irish-Medium Education

Aileen Nic Íomhair, Irish-Medium Education Sector: Past student of Coláiste Ollscoile Naomh Muire, Béal Feirste/St. Mary's University College, Belfast (Research for Dissertation-Master of Education in Irish-Medium Education with Distinction). Teacher in Bunscoil Eoin Baiste

The main aim of this research study was to analyse the role of parents who choose Irish-medium education for their children. The researcher wanted to assess the needs of these parents and identify recommendations that would benefit the schools (pupils, parents and teachers) and community involved in the study and the Irish-medium sector as a whole. Three schools at different levels in one geographical area in the north of Ireland participated in the research study - an Irish-medium nursery school (naíscoil), an Irish-medium primary school (bunscoil) and an Irish-medium secondary school (meánscoil). Parents and teachers of the second year pupils in each school were invited to take part. A mixed methods approach was used in this research project. Triangulation was assured by the combination of qualitative and quantitative methods. Parents completed a questionnaire, six parents took part in a focus group interview and one teacher from every school took part in a semi-structured interview. Results were presented under each research question. Statistical analysis was performed using the software package SPSS. Various cross-tabulations were created and statistically significant correlations were found. Conclusions were drawn and recommendations were written. It was shown that parents have a very important role to play in their children's education especially in the education of children who are learning through a second language. Support is important in any education system, but it is even more important where children learn through a language that is not the language of the home for most of the children involved, which is the case in Irish-medium education. The partnership between pupils, parents, teachers and the community is very important in immersion education.

Teacher's work in Cardiff: Exploring Welsh-medium education through school ethnography

Karine Turner, University of Ottawa, Canada

In Wales, an important linguistic revitalization has taken place in recent years, following the large scale introduction of the Welsh language within schools. This has been achieved, in part, due to legislations throughout the 1980s, such as the Education Reform Act of 1988, which have come to favor Welsh-medium education. While many authors have taken account of significant advances in Welsh-medium schools, there is no denying the difficulties teachers face, such as the student's varying levels of language proficiency, as well as family and social environments dominated by the English language. However, despite these findings, it seems that very few studies focus solely on Welsh-medium teachers, rendering it difficult to envision how they perceive their roles and how they enact their profession. Thus, this paper will draw on preliminary results of an ethnographic PhD research conducted in one Welsh-medium primary school in Cardiff, Wales. First, I will provide an overview of the education context in Wales, focusing on minority language policy

and practices. Second, I will present various dimensions of teacher's work, by drawing on ethnographic data collected through interviews with Welsh-medium teachers, school observations (inside and outside classrooms), document analysis and entries in a reflective field journal. I will aim to bright to light Welsh-medium teacher's experiences, motivations and challenges in their day to day work. Finally, I will discuss how bringing forth these finding allows us to explore teacher's perspectives in regards to minority language education in Wales, by gaining new insights on their daily working lives. This research is intended to offer both a point of comparison for research conducted in Canada and in other linguistic minority settings, and contribute to developing a better understanding of aspects of Welsh-medium education, adding to the body of research that has been conducted, or is currently ongoing, on Welsh-medium teachers.

Translanguaging in deaf education: Multimodal meaning-making among children and adults

Ruth A Swanwick, University of Leeds

This paper explores how multimodal translanguaging practices in deaf education facilitate communication, participation and learning. Translanguaging in the context of deaf children has hitherto not been fully explored even though the dynamic and fluid use of sign and spoken languages is increasingly a natural part of communication among deaf and hearing children and adults in the contexts of home and school. The work that is emerging in this area is exciting for the wider field of language education because of the profound issues that it raises about how children and adults engage in multilingual and multimodal meaning-making in exceptional circumstances. Deaf children who use sign and spoken language(s) in their daily lives share many of the language and learning experiences that other unimodal bilingual children encounter. However, because the bimodal bilingualism involves a visual and gestural, as well as spoken/written modalities, there are particular opportunities for the mixed and blended use of languages that are unique to this context. The concept of multimodal translanguaging provides a perspective that recognizes these meaning making strategies as a creative use of individual language resources and repertoire. This paper defines the concept of translanguaging in deaf education and argues the importance of the distinction between individual and a pedagogical translanguaging in this context. In individual terms, translanguaging is described as the way in which deaf children draw on their sign and spoken language repertoires to make meaning. Pedagogically, translanguaging is explored as the critical use of two or more languages in the classroom as a means of unlocking dialogue to facilitate learning. The paper draws on examples from deaf education pedagogy, and individual case studies, to illustrate both of these perspectives and demonstrate the potential multimodal translanguaging to enhance learning in deaf education classrooms.

Bilingual Homeschooling: Leaving Academic Languages at School

Kellie Rolstad¹ and Kara T. McAlister, University of Maryland, College Park; CIEE

Homeschooling, defined as "the parent-[facilitated], family-funded, relationship-based education of a child at home" rather than school (Arizona Families for Home Education, 2014)", is one option available to minority language families whose children risk losing their

first language (L1) by attending school. For some families, the L1 represents a cultural and linguistic heritage that they would like to maintain despite a general acculturation to the majority language social conditions. In other families, however, the intent is to return to the home country; in these situations, maintenance of the first language and continued achievement toward the home country's educational goals and standards is paramount. Minority language homeschooling families develop networks and communities, both virtual and physical, where parents and children socialize and plan activities and field trips, sometimes with language maintenance as the direct goal, i.e. Heller (2011). This presentation will address issues arising from homeschooling for purposes of maintaining the L1 and/or fostering bi-/multilingualism in minority language families. In particular, we discuss the development of academic language in bi-/multilingual homeschooling contexts. Following Schleppegrell (2004), we assume that academic language is, in reality, a school-specific register, and need not be an integral part of homeschooling. In other words, mastery of discourse specific styles is more important than the study and assessment of language per se. Further, we demonstrate how field-appropriate registers can be and are developed by homeschooled children as part of their learning process and that these registers can naturally develop in more than one language. Within the context of homeschooling becoming a more commonly adopted education option around the world (Ray, 2005; 2011), this presentation addresses concerns about language development in homeschoolers, particularly in minority language families, and offers an overview of current research in the field of homeschooling.

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Roudtable discussion: Translanguaging in the Bilingual Classroom,

Jessican Claphan & Bryn Jones

This discussion session will focus on Translanguaging as bilingual pedagogy within school contexts worldwide. Translanguaging has developed as a key concept in current bilingual and multilingual classrooms and communities worldwide, and is increasingly used to nurture a more dynamic bilingualism in pupils. In the classroom, Translanguaging tries to draw on all the linguistic resources of the pupil to maximise understanding and achievement. Thus, both languages are used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding, speaking, literacy, and, not least, learning. The discussion session will include a short presentation about the original definition of Translanguaging (Trawsieithu) in Wales in the 1980s, where the input and output are

deliberately in different languages (García, 2009; Lewis et al., 2012a). The original pedagogic advantages of a planned use of Translanguaging in pedagogy and dual literacy are joined by an extended conceptualisation that perceives Translanguaging as a spontaneous, everyday way of making meaning, shaping experiences, and communication by bilinguals. A tripartite distinction is suggested between Classroom Translanguaging, Universal Translanguaging, and Neuro-linguistic Translanguaging (Lewis et al., 2012b). The main part of the discussion will refer to the pedagogic nature of Translanguaging in terms of language proficiency of pupils, developmental use in emergent bilinguals, variations in input and output, relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding. The following key questions will be addressed: Why do we promote pupils' Translanguaging skills inside the classroom? How can we design pedagogy to promote Translanguaging? What are the advantages (and disadvantages) of Translanguaging in the classroom? How does Translanguaging facilitate content and literacy development? How can we develop emergent bilinguals' Translanguaging in the classroom? The discussion session will conclude with an opportunity for the audience to engage in a debate about the key issues raised about Translanguaging in the classroom, as well as opportunities to identify new research ideas and recommendations for practice.

Key words: Translanguaging; Trawsieithu; bilingual education; bilingual pedagogy; Wales.

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Sunday 12th June 2016

Roundtable Discussion

Offering language choice in health care (Gwerfyl Roberts, Marie Drolet, Sharon Pierce, Jacinthe Savard, Sara Roberts)

OR

Teaching with and for diversity: What teachers need to know about language and how researchers can (and should!) support them (Urszula Clark, Eowyn Crisfield, Esther Daborn, Sally Zacharias, Lise Fontaine).

Asesu patrymau ymddygiad a defnydd iaith o fewn cymunedau Cymru: Gwerthusiad Strategaeth iaith Llywodraeth Cymru.

Dr Rhian Hodges, Dr Cynog Prys, Sioned Williams, Prifysgol Bangor

Er llwyddiant cynyddol addysg ddwyieithog yng Nghymru, cydnabyddir nid yw'r Gymraeg o hyd yn cael ei defnyddio yn gymdeithasol y tu hwnt i'r ystafell ddosbarth (Hodges 2009, Hodges 2014, Thomas a Roberts 2011). Pryder i gynllunwyr ieithyddol ac addysgwyr yw'r paradocs sy'n bodoli rhwng defnydd iaith o fewn y sector addysg a'r iaith sy'n cael ei defnyddio'n gymdeithasol y tu hwnt i wersi. Yn ei Strategaeth iaith, iaith fyw: iaith byw (2012), cydnabyddai Llywodraeth Cymru'r angen i 'sefydlogi sefyllfa'r Gymraeg o fewn ein cymunedau' (LIC 2012:14) a dyma fydd pwnc trafod y papur ymchwil hwn. Comisiynwyd Prifysgol Bangor yn 2014 i ymgymryd ag astudiaeth ymchwil, Defnyddio'r Gymraeg yn y Gymuned fel rhan o werthusiad Strategaeth Gweinidogion Cymru ar gyfer y Gymraeg: iaith fyw: iaith byw. Nod yr astudiaeth oedd ychwanegu at ddealltwriaeth Llywodraeth Cymru o sut mae'r Gymraeg yn cael ei defnyddio mewn cymunedau, ac asesu a yw'r math o raglenni a ariennir gan Lywodraeth Cymru i hyrwyddo defnydd y Gymraeg yn diwallu anghenion cymunedau. Mae'r astudiaeth ymchwil yn asesu'r ffactorau sy'n dylanwadu patrymau defnydd iaith gan gynnwys addysg, normau cymdeithasol, sgiliau ieithyddol, hyder, cydestun sosio-ieithyddol ac agweddau tuag at iaith. Mae'n pwysu a mesur safbwyntiau aelodau'r cymunedau a'r cyfleoedd sydd ganddynt i ddefnyddio'r Gymraeg o fewn eu cymunedau. Dewiswyd chwe chymuned i fod yn rhan o'r astudiaeth ymchwil sef Aberteifi, Bangor, Llanrwst a Rhydaman, Aberystwyth a Phorthmadog a chynhaliwyd grwpiau ffocws ac arolygon stryd o fewn y cymunedau hynny. Trafodir themâu ymchwil allweddol o fewn y papur hwn yn cynnwys: y cyfleoedd i ddefnyddio'r Gymraeg yn y gymuned, dylanwad y system addysg ar yr iaith a ddefnyddir yn gymdeithasol, bylchau yn y ddarpariaeth, normau cymdeithasol a phatrymau defnydd iaith. Trafodir y canlyniadau gan ddwyn i ystyriaeth y berthynas rhwng yr iaith Gymraeg, y sector addysg a'r gymuned ehangach.

Assessing patterns of behavior and language use in communities of Wales : An Evaluation of the Welsh Government's Language Strategy .

Dr Rhian Hodges , Dr. Cynog Prys , Sioned Williams , Bangor University

Despite the growing success of bilingual education in Wales, it is recognised that Welsh is still not always used socially beyond the classroom (Hodges 2009, Hodges 2014, Thomas and Roberts 2011). The concern for planners and educators is the linguistic paradox that exists between language use within the education sector and the language that is used socially beyond lessons. In its Language Strategy, (Strategaeth Iaith, Iaith fyw: iaith byw) (2012), the Welsh Government acknowledged the need to 'stabilize the situation of Welsh in our communities' (WG 2012: 14) and this will form the subject matter of this research paper. Bangor University was commissioned in 2014 to carry out a research study, Use of Welsh in the Community as part of an evaluation strategy for the Welsh Government: A living language: a language for living. This study aimed to enhance the Welsh Government's understanding of how the Welsh is being used in communities, and assess whether the type of programs funded by the Welsh Government to promote the use of Welsh are meeting the needs of communities. The research study will assess factors influencing patterns of language use including education, social norms, language skills, confidence, socio-linguistic context and attitudes toward language. It reflects the views of members of the communities and their opportunities to use Welsh in their communities. Six communities were selected to be part of a research study Cardigan, Bangor, Llanrwst and Ammanford, Aberystwyth and Porthmadog and focus groups and street surveys were conducted within those communities. Key research themes discussed within this paper include: the opportunities to use Welsh in the community, influence of the education system on the language used socially, gaps in provision, social norms and patterns of language use. Results are discussed taking into account the relationship between the Welsh language, the education sector and the wider community.

iTEO as a translanguaging and learning space

Claudine Kirsch , Bes Asun, University of Luxembourg

The present paper investigates translanguaging practices and types of talk of 6 to 8 year-old multilinguals who record texts on the App iTEO in Luxembourg. iTEO enables users to record and edit oral text, to listen to recordings and to structure the recording process. The automatic playback materializes the language and provides opportunities for reflection. The collective process of recording and transforming texts presents children with opportunities to use exploratory talk proven to stimulate learning (Mercer 2000, 2004). Our qualitative longitudinal study focuses on the use of iTEO for teaching and learning languages in nursery and primary schools (<http://storying.bsce.uni.lu/>). The study's multi-method approach, with data collected over two years, includes: observations of activities involving iTEO, video recording of children's storying, interviews with all participants and the collection of documents. The data analysis followed the principles of Grounded Theory (Charmaz 2006, Strauss & Corbin 1990) and was assisted by the programme Nvivo. Findings have shown that children develop linguistic and metalinguistic competences and that they translanguage regularly while working with iTEO (Gretsch 2014, Kirsch & Gretsch, 2015). In this paper, we discuss a case study of children in the first grades of primary school with the following

purposes: 1. To identify instances of translanguaging; 2. To analyze the different kinds of discourse emerging during the co-construction of text on iTEO; and 3. To show how these contribute to learning. We argue that iTEO creates a translanguaging space (García & Wei 2014), where children can draw on their entire repertoire in order to learn. Embedded in multilingual pedagogies, iTEO helps learners to co-construct linguistic knowledge through different types of talk. The results of our case study will contribute to a deeper understanding of the ways in which multilingual children translanguage and use different types of talk in autonomous, collaborative and computer-assisted activities.

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Cymraeg y tu hwnt i'r Ysgol? Ffactorau sy'n Dylanwadu ar Ddefnydd Cymdeithasol Disgyblion Ysgol o'r Gymraeg – Rhai Canfyddiadau Cychwynnol

Dr Siôn Aled Owen, Prifysgol Bangor

Bu twf rhyfeddol yn y nifer o blant sy'n derbyn addysg cyfrwng Cymraeg yn y chwarter canrif diwethaf, gydag ymron i un disgybl ym mhob pedwar yng Nghymru bellach yn mynychu ysgol cyfrwng Gymraeg. Ar yr un pryd, fodd bynnag, lleisiwyd pryder cynyddol, a gadarnhawyd gan ymchwil blaenorol, ynghylch lefelau isel defnydd yr iaith gan ddisgyblion y tu allan i'r ysgol, yn arbennig, ond nid yn unig, yn yr ardaloedd lle na siaredir y Gymraeg yn eang yn y gymuned. Mae'r prosiect presennol yn ceisio adnabod y ffactorau sy'n dylanwadu ar y defnydd neu'r diffyg defnydd o'r Gymraeg gan ddisgyblion yn gymdeithasol gan ddefnyddio dulliau cymysg o gasglu data gyda disgyblion Blwyddyn 6 a Blwyddyn 7 mewn pedair ysgol uwchradd ac wyth ysgol gynradd Gymraeg sy'n gwasanaethu ardaloedd amrywiol o Gymru. Dyma'r astudiaeth ehangaf hyd yma yn y maes hwn ac mae wedi ennyn diddordeb sylweddol yn y byd academiaidd ac o du'r cyfryngau yng Nghymru a thu hwnt. Yn ogystal â chrynhoi'r cefndir a'r fethodoleg bydd y cyflwyniad yn crynhoi rhai o'r canfyddiadau cychwynnol o ddadansoddi'r data, gan gynnwys yn y meysydd canlynol: • Y berthynas rhwng agweddau at y Gymraeg a'r defnydd ohoni • Swyddogaeth cymhelliannau gwahanol • Y berthynas rhwng y gymuned a'r ysgol Byddaf hefyd yn trafod y modd y mae'r prosiect hwn yn awgrymu ymchwil pellach posibl a allai fod yn werthfawr ynghylch ffactorau

sy'n hollbwysig ar gyfer hyfywedd y Gymraeg fel iaith gymunedol yn y dyfodol, ac sy'n ymarferol berthnasol hefyd i gyd destunau gwarchod a hybu ieithoedd lleiafrifol eraill.

Welsh beyond the school? Social Factors Influencing the Use of School Pupils' Welsh - Some Preliminary Findings

Dr. Sion Aled Owen , Bangor University

There has been remarkable growth in the number of children receiving Welsh medium education in the last quarter century, with nearly one in four pupils now attending school in Wales through the medium of Welsh. At the same time, however, growing concern has been voiced, confirmed by previous research, about the low levels of use of the language by pupils outside the school, in particular, but not exclusively, in the areas where Welsh is not spoken widely in the community. The current project aims to identify the factors that influence the use or lack of use of Welsh socially by pupils using mixed methods of collecting data with Year 6 and Year 7 in four secondary schools and eight primary Welsh schools that serve various areas of Wales. It is the broadest study to date in this area and it has generated considerable interest in the academic world and from the media in Wales and beyond. As well as summarizing the background and methodology, the presentation will summarize some of the initial findings of the data analysis, including in the following areas:

- The relationship between attitudes towards the Welsh language and its use
- the function of different motivations
- the relationship between the different incentives of the community and the school.

I will also discuss how this project suggests possible further, potentially valuable research about factors crucial for the viability of Welsh as a community language in the future, and that also applies practically to contexts which aim to protect and promote other minority languages.

Translanguaging as transformation: linking an out-of-school reading program and teacher education

Emilee Moore and Claudia Vallejo, University of Leeds , Universitat Autònoma de Barcelona

This paper will report on a work in progress that takes: 1) an out-of-school reading program for 4th and 5th grade primary school children in Barcelona – at which the researchers also volunteer – as the hub site for an ethnographic study of school and out-of-school ideologies and practices of plurilingualism and pluriliteracy; 2) a university subject in primary school language teaching – in which both the researchers are also teacher educators – as a critical learning space from which to engage future teachers with the out-of-school program through service-learning. The analysis of ethnographic and audio-visual data in our corpus allows us to identify certain practices and spaces that we define using the notion of translanguaging. Such practices and spaces challenge dominant linguistic ideologies and offer potential for educational transformation. This paper not only aims to highlight such findings, but also to make explicit the epistemological and methodological challenges and opportunities posed by the notion of translanguaging for our research and university teaching practice. The project aims to contribute to the theoretical and methodological state-of-the-art, as well as having an impact on the day-to-day dynamics within the out-of-

school program with which we collaborate, on our teacher education program, and to inform other programs, schools and educational policy makers.

Open Education in Minority Languages

Marit Bijlsma, Fryske Akademy, Mercator Research Centre on Multilingualism and Language Learning

Due to the limited number of speakers of less used languages, including regional and minority languages, by comparison with the number of speakers of “bigger” languages, the capacity to produce Open Educational Resources (OER), further develop them and embrace them in Open Educational Practice (OEP) is not the same. At the same time, adoption of OER/OEP is much more pressing for less used languages which have (very) limited digital presence, threatening linguistic and cultural diversity on a global scale. This presentation will explore how minority languages, can benefit from OER and OEP. The presentation will use the strategies, practices, information and experience from the LangOER network. LangOER is supported by action KA2 Languages of the Lifelong Learning Programme, European Commission, and focuses on enhancing teaching and learning of less used languages through OER / OEP. At the end of the presentation, the participant will understand what gaps and challenges can be identified in the further development and uptake of OER, and what would be the ways forward, with special attention to regional and minority languages and the multilingual and interactive dimension of OER. Background information: LangOER (<http://langoer.eun.org>) addresses the under-explored topic of Open Educational Practices / Open Educational Resources in the context of lesser-used European languages (until recently a poorly explored topic) by bringing together the worlds of Open Education and less used languages (including Regional and Minority Languages-RML) in a fruitful and long term dialogue. The aim is to contribute to the promotion of learning and teaching of less used languages by linking them to the global challenges of Open Education. This process is underway through awareness raising and capacity building activities (including exchange of good practice, training, expert consultations, discussions and dissemination activities) for the project’s two main target groups: policy makers and educators.

Acquisition of complex forms in a minority language: The importance of peers

Siân Lloyd-Williams, Enlli Môn Thomas, Aberystwyth University

This paper explores the data from a large scale study looking at Welsh/English bilinguals’ acquisition of the Welsh answering system (WAS). The WAS is a complex system that employs various cues to the target form including finite verb echo (e.g., *Wyt ti’n hoffi coffi be*.2S.PRES ‘Do you like coffee?’ *Ydw* be.1S.PRES ‘Yes (I do)’), and non-echo forms where the syntactic form of the sentence can provide the cue (e.g., past tense questions trigger the affirmative response ‘Do’ ‘Yes (I did)’). Studies on Welsh-English bilinguals have continually demonstrated delayed development of complex linguistic structures i.e. Gathercole & Thomas (2005). However, many of these studies have yet to demonstrate or identify ways of addressing these apparent delays especially among those learning Welsh as an L2/late

bilingual, and for whom exposure to the language is limited to the school domain. Exposure is recognised as particularly important in a minority language situation where there is a tendency for children from non-Welsh speakers switch to English with their peers, even in class (Thomas & Roberts, 2011; Thomas, Lewis, & Apolloni, 2012). Participants were asked to complete a written and verbal production task as well as a verbal judgement task to explore their knowledge of the Welsh answering system. The results revealed faster ‘catch up’ among L2 Welsh bilinguals, although L1 Welsh bilinguals outperformed both L1 Welsh & English and L2 Welsh bilinguals. However, the findings from this study also indicate that the language spoken with peers also has a significant effect on the childrens’ results on the tasks. These findings suggest there is a particular need to combat the language spoken with peers in order to support the future use of complex structures, such as the Welsh Answering System. The obligations of these findings on future Welsh language policy and focus is discussed. Gathercole, V. C. Mueller & Thomas, E. M. (2005). Minority language survival: input factors influencing the acquisition of Welsh. Thomas, E. M., Lewis, W. G., & Apollini, D. (2012). Variation in language choice in extended turns at talk in primary schools in Wales: implications for teacher education. To appear in *Language and Education*. Thomas, E. M., & Roberts, B. D. (2011). Exploring bilinguals’ social use of language inside and out of the minority language classroom. *Language and Education*, 25(2), 89–108

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Input factors affecting ‘bilingual catch-up’ in minority language contexts: evidence from teenagers’ acquisition of grammatical structures in Welsh.

Hanna Binks, Bangor University

The present study expands on previous studies looking at children’s acquisition of grammatical gender and plural morphology in Welsh by looking at various types of bilingual teenagers’ knowledge of plural morphology and grammatical gender (Gathercole & Thomas, 2009; Thomas et al, 2014). Using a series of judgement and elicitation tasks, the study assessed L1 Welsh, 2L1 Welsh-English, and L2 Welsh bilingual 12- to 13-year-olds’, 16- to 17-year-olds’ and adults’ ability to (i) produce and select appropriate plural forms and (ii) select gender agreement patterns. Results revealed for plural acquisition, performance increased across ages for L1 Welsh children, with almost equal performance between 16-to 17-years olds and adults. The same pattern was not observed for the 2L1 and L2 Welsh bilinguals. The 2L1 bilinguals showed no increase in performance across the 12- to 13 and 16- to 17 age bands, whilst the L2 Welsh students’ performance decreased across these same ages. In both cases, all children’s performance was significantly lower than that of similar background adults. For gender, no differences were found across the two teenage age groups for both 2L1 and L2 bilinguals, with performance almost equal for children in both

language categories. The only group to demonstrate progression with age was the L1 bilinguals. These results suggest varying levels of bilingual 'catch-up' across the two structures, with plural morphology lending itself easier to catch-up for 2L1 bilinguals than grammatical gender. The fact that 2L1 bilinguals do not catch up on gender is interesting, and suggests that exposure to a minority language from birth in the home is not enough. The fact that L2 Welsh bilingual children show no progression at all may indicate incomplete acquisition of certain structures, particularly those with opaque form-function mappings, learned under certain conditions of minority language learning.

Switching and Bilingual Identity.

Jessica Clapham, Course Director

Jessica J Clapham Abstract This paper will present the findings from a qualitative investigation into teachers' use of code-switching in bilingual classrooms in Wales. The results of the 2001 census show a slight increase in the proportion of Welsh speakers in Wales, to 21%. This change, combined with increasing governmental support for the Welsh language, suggests that we may now be entering a period of stable Welsh-English bilingualism for those who speak Welsh. This study builds upon previous research into teachers' use of code-switching by investigating 6 teachers' perceptions of code-switching during the research period. It is proposed that teachers' perceptions and awareness of their bilingual identity, examined through case studies have a central role in the decisions made in the bilingual classroom. Synthesising various approaches to code-switching provides educators with an overview of code-switching and its implications for instruction and the classroom as a community. This study makes an important contribution to the understanding of the dynamics of code-switching at classroom level rather than syntactic level, as there is very little research into the bilingual teaching interface in Wales. Ideally, the findings will contribute to the debate on multilingual practice as a natural and effective means of language teaching as well as a force for intercultural understanding. The author is interested in exploring how far and in what ways teachers are aware of the benefits of code-switching and to raise awareness of the relationship between code choice and wider social factors. The study has two main objectives. Firstly, to investigate how far teachers employ code-switching as a strategy and their reasons for doing so. Secondly, to explore how far, and in what ways, these teachers' identities undergo a process of transformation as a result of their experiences of the research process. The paper provides a number of useful insights into the dynamic interplay between code-switching and learning as a legitimate way of using a shared language to scaffold pupils' learning. A range of teachers' perceptions of code-switching were detected and the significance of these findings were discussed. The study provides an insight into perceptions of the functions and rationale for code-switching from a teacher's perspective, which may contribute towards the multilingual turn debate and have pedagogical implications for teaching English in bilingual settings.

Teacher Teamwork in CLIL: a Case Study

Dr. Concha Julián, Spanish Embassy Education Office and University of Huelva

Bilingualism is a term which covers different varieties of practice and policies (García, 2009). One model in this wide spectrum is CLIL (Content and Language Integrated Learning) which has become quite popular among European countries. Spain has been one of the countries in this scenario. When in a school, CLIL models imply new challenges for teachers, such as team-working, collaboration, peer learning and networking. However, important as these issues are little has been featured in published research about these processes in CLIL contexts, especially from an emic point of view. The case study presented here illustrates the interaction among CLIL teachers when dealing with the CLIL Program. The chosen theoretical framework necessary to guide our inquiry was based mainly on constructivism, continuous professional development (CPD) and CLIL pedagogical approach. The study was guided by a number of research questions dealing with the relationships established between coordinator teachers and subject teachers when working as a team, mainly focused on pedagogical and management processes. The descriptive analysis took place in state secondary schools. The participants were CLIL coordinator teachers, subject teachers and students. The main data source were questionnaires, interviews, group interviews, observations and analysis of documents. Although some quantitative data framed the analysis, it was mainly a qualitative study. The results offer a picture of the processes related to professional relationships established and to the CLIL materials used and developed. It was found mediation processes and peer learning took place while teachers were working as professional teams, which constituted truly professional learning communities. However, a need for further teacher training related to cognitive issues and strategies to work as a team was also found. These data will be reported and their implications to improve CLIL models implemented at schools will be discussed.

Streaming into low- and high-immersion tracks in bilingual secondary schools in Madrid: students' perspectives

Thomas Somers, María Fernández, Elisa Hidalgo, Ana Llinares, Universidad Autónoma de Madrid

This paper reports on the preliminary outcomes of the first phase in a larger ongoing longitudinal research project investigating students' transition from primary to secondary Spanish-English bilingual schools in the Autonomous Community of Madrid (CAM), Spain. Specifically, we examine the effect of streaming students (based on general English proficiency levels) into low- or high-immersion tracks at the beginning of secondary on the development of their academic language competences. Here, we take a closer look at the relation between streaming, and students' attitudes and motivation in the first year of secondary. To that end, we designed a questionnaire based on existing scales related to motivational strength; intrinsic, instrumental, and integrative motivation; language anxiety; linguistic self-confidence; willingness to communicate; and parental support. Items were rewritten to reflect the special integrated focus that characterizes learning content through a foreign language. Additionally, the questionnaire collected data on students' personal reflections on immersion and the high or low track in which they were placed. In the case study presented here, this instrument was distributed halfway through the first year of secondary among 87 students which we followed from one bilingual primary school into its

corresponding bilingual secondary school in the Madrid region. Our findings reveal differences between the low- and high- immersion groups in most of the affective constructs under analysis, exposure to English, and attitudes towards bilingual education; all tending to be lower and less positive for the low-immersion track. We discuss the implications of these results against the background of the programme's original aim to provide equitable bilingual education for all.

Diglossia and EFL: the case of Arabic prepositions

Haya Alomeri, Eirini Sanoudaki, Marco Tamburelli, George Kotzoglou,

Bangor University (1-3), University of the Aegean (4)

Since Ferguson's (1959) seminal work on Diglossia, several studies have investigated societal and individual aspects of this situation, where a spoken variety (L) coexists with a superposed variety used mainly in formal contexts (H) (Hudson 2002). However, the question of the relative influence of each of the two varieties on foreign language learning has received little attention. In the field of second language acquisition, it has long been established that properties of the native language can affect the acquisition of a foreign language, depending on the typological similarities and differences between the two languages (Jarvis & Pavlenko 2008). In this study, we examine the influence of standard Arabic (H) and Gulf Arabic (L) on the English of Arabic-speaking EFL learners, based on the properties of prepositions in each variety. We tested a group of twenty-four Saudi learners of English using a multiple choice task containing four conditions in a 2x2 design: prepositions were classed as similar/dissimilar to H, similar/dissimilar to L. A two-way repeated-measures Anova showed a significant interaction between similarity of H and similarity of L. Follow-up analyses revealed a pattern, whereby participants performed better when both Arabic varieties were similar to English than when L only was similar. Interestingly, when L only was similar, participant performance was worse compared to when both Arabic varieties differed from English. Overall, results reveal transfer from standard Arabic only when the L variety was also typologically close to the target language (i.e. English). However, properties of Gulf Arabic do not appear to function in the familiar way (i.e. similarities=positive transfer, differences= negative transfer). We analyse these results by referring to properties of Diglossia in conjunction with theories of language learning, and we examine the implications of the findings for educational practices.

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Does the educational programme matter? A study on the executive functioning of Greek-English bilingual children

Athanasia Papastergiou, Bangor University

Recent studies examining executive functions in bilingual children have provided mixed results as to whether there is a bilingual advantage (e.g. Barac & Bialystok, 2012; Paap, Johnson, & Sawi, 2014). Moreover, factors such as the type of executive function task, as well as bilingual children's age of acquisition, length of exposure, and the educational

programme have been shown to modulate the presence of a bilingual advantage in school-aged bilingual children (Bialystok & Barac, 2012; Valian, 2015). Focusing on the educational programme, Nicolay & Poncelet (2013) reported a bilingual advantage in French-speaking children in an English immersion programme, but this advantage was found only after three years of immersion education. Children with less exposure to the L2 educational programme have not been found to exhibit this advantage (Carlson & Meltzoff, 2008). In this study, we focus on the comparison of executive functions among bilingual Greek-English children attending supplementary schools as well as mainstream schools. With this in mind, we recruit 30 bilingual Greek-English pupils between 8-12 years of age from England. Control groups include 30 children that are monolingual English-speaking children who have had no exposure to any other language, either at home or at school. Children are tested on a battery of tasks tapping into different executive functions as operationalized by Miyake et al. (2000) namely working memory, inhibition, updating and shifting. We also assess children's language proficiency in both languages using language specific vocabulary and grammar tasks. Additionally, a parents' questionnaire is used to assess the language and social background of their children. Preliminary analysis from this project examines how different executive function tasks affect performance and how performance is mediated by proficiency, age and length of educational exposure. Our results will offer an insight into the impact of the educational programme and length of exposure on the development of executive functions in bilingual children.

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Developing parallel provision in a minority language with equal status: Welsh medium provision as a case study

Sara Louise Wheeler, Bangor University/ Coleg Cymraeg Cenedlaethol/ WISERD

In Welsh law, the indigenous, linguistic minority Welsh language has equal status, in higher education and other milieu, with the linguistic majority English language. Y Coleg Cymraeg Cenedlaethol - CCC (the National Welsh-medium College) provide support for the development and enhancement of opportunities to study through the medium of Welsh, at universities across Wales. At Bangor University, several courses are offered either partly or wholly through the medium of Welsh, including courses within the school of social sciences. Whilst this provision is currently well utilized and represents an important forum for further

pedagogical development, its delivery is not without its challenges. In September of 2015, Dr Wheeler began her lectureship with CCC, based at Bangor University, and was tasked with developing a Welsh-medium module to run parallel with its equivalent on the English-medium side. Meanwhile, the English-medium module was well-established and Dr Law was tasked with advising on the establishment of the Welsh-medium module. The original aim had been to provide concurrent curriculums which would 'mirror' each other and would thus provide modules which were 'the same'. However this proved to be very difficult for a plethora of complex reasons. However by engaging in an ongoing, dialogic appraisal, the authors navigated the difficult terrain of the first semester, sharing the problem-solving and trouble-shooting. Throughout the process the authors noted important insights and areas for future attention and development. In this paper, we share our collaborative, autoethnographic experiences, including information which should be useful not only to colleagues working in a Welsh context, but also others working in the broad field of bilingual, higher education settings, where they are tasked with developing parallel provision.

Exploring the relationship between oral reading fluency and comprehension of EAL learners: Why is this important in a bilingual education system?

Elizabeth J. Pretorius and Nic Spaul, University of South Africa, South Africa

Much of the research on oral reading fluency (ORF) is based on L1 reading, and the norms that have been developed in English are based on L1 reading data. What would an ORF developmental trajectory look like for EAL readers in a bilingual education system, especially in developing countries where schooling is characterised by poverty (a risk factor for biliteracy) and where EAL is also typically the language of learning and teaching? Surprisingly, although there has been an increase in bilingual reading research, research on ORF in EAL has yielded only a small body of empirical research to date, with varied and inconclusive findings. In this paper we report on a study that modelled the relationship between English ORF and comprehension among rural EAL learners in South Africa. We use data collected in 2013 by the National Education and Evaluation Development Unit (NEEDU) of the Department of Basic Education in South Africa. This survey tested 4697 Grade 5 students from 214 schools across rural areas in South Africa. A sub-sample of these students – 1772 students – was selected for an ORF test. For these students there exist data on both reading comprehension and reading fluency. Although a number of studies have analysed the relationship between fluency and comprehension (Fuchs et al., 2001; Spear-Swerling, 2006), none of these studies have been conducted on a large-scale for ESL learners in a developing country context such as South Africa. The present research contributes to the literature by analysing the size, significance and uniformity of this relationship for ESL learners in South Africa. We argue that this kind of empirical research is vital for policy makers and teachers for determining what can 'normally' be expected and what constitutes a warning light and hence requiring intervention and remediation.

Copy typing in English and Welsh. The impact of spelling transparency on typing fluency

Michelle Aldridge & Lise Fontaine, Cardiff University

Using a keystroke methodology and coding system adapted from Antwerp University (van Waes & Leijten (2015), we investigate here whether spelling transparency impacts on short term memory and typing fluency. Adult, non disabled, English/Welsh bilinguals participated in a series of copy tasks in English and Welsh. These tasks were controlled for linguistic features such as word frequency; number of graphemes and grapheme combinations. Taking the dual route to reading and writing as our starting point, we anticipate that high frequency words in the English and Welsh tasks are copied through the lexical route while the less frequent/unknown forms will be supported by the non-lexical route (cf. Baluch et al 2010). We further predict that the opaque nature of English will cause greater demands on working memory than copy typing in Welsh (a transparent language) and this will be reflected in longer and more pauses and repairs. Given that, in bilingual education, students are expected to write in either language on demand; we reflect on the potential impact of spelling transparency on educational tasks and raise awareness about the importance of taking into consideration how the impact of spelling transparency becomes more significant as the task becomes more complex and with individual typing skill level.

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Different languages, different education: Pedagogical reflections on teaching and learning in a bilingual environment

Anne-Marie Smith, Bangor University

In universities in Wales, some undergraduate courses are offered in two languages: English and Welsh. The recently established 'Coleg Cenedlaethol Cymraeg' seeks to promote and increase Welsh language provision in HE. This reflective paper explores the experiences of students and lecturers in a setting which enables total engagement through Welsh or English. It is generally accepted that this offers many benefits to first-language Welsh speakers who are better able to demonstrate their knowledge and understanding in Welsh but it also creates two distinct groups of students who are meant to be receiving the same education. This study compares two such groups, both studying identical degree courses delivered for the most part by the same staff. However, the Welsh-medium group is much smaller (n = 15) than the English-medium group (n = 59). Questionnaires were given to students of both language groups concerning the potential for drawing these two groups together and the responses give an interesting insight into students' views of their studies according to their chosen language. This is considered alongside reflections from two lecturers teaching the same module (one teaching in Welsh and the other in English) on their experiences with these two groups. These reflections are used as the basis for considering the wider 'education' students receive at university, e.g. social development,

diversity, broadening experiences. While this paper doesn't question the benefits of separating students to enable them to study according to their first language, it does ask whether these wider aspects of education are affected by the creation of two distinct groups and whether the trade-off is equal for both groups (e.g. smaller groups, little diversity vs. larger groups but more diverse) and what can be done to ensure no disadvantage is felt by either group. Recommendations are made for pedagogy and policy to allow all students access to the full range of university experience while maintaining first-language use.

Does bilingual education affect L1 development?

Christina Schelleter, The University of Hertfordshire

Bilingual education has generally been found to enhance children's development of language and cultural awareness (Kersten et al 2010, Baker 2011). However, some parents still have concerns about the effect of learning another language (L2) on the development of children's L1. This paper assesses L1 development in a study including 54 German pre-schoolers aged 4 to 5 attending a bilingual preschool in Germany as well as 10 bilingual German/English children attending a bilingual nursery in London. The German children came from a wide range of socio-economic backgrounds. All children were part of a project (ELIAS) which focused on L2 learning in bilingual preschool and was funded by the European Commission. For the purpose of this study, the children were tested in German using a Language Development Test for children aged 3 – 5 (SETK 3-5, Grimm, 2001). This test includes different subtests for 'sentence comprehension', 'morphological rule formation', 'phonological working memory' and 'sentence repetition'. The German pre-school children were tested again after about 7 months. Their overall scores were within the monolingual norms and increased in line with age. When looking at the individual subtests, children performed better on sentence comprehension and phonological working memory compared to sentence repetition and morphological rule formation, yet the scores were all within the expected range. The results of the bilingual children on the task were not significantly different from that of the German L1 children. For the subtests, the bilinguals scored above the monolinguals on all subtests except morphological rule formation. The results therefore show that L2 acquisition in a preschool context has no negative effect on the further development of the children's L1, nor do they show lower performance in the dominant language of bilingual children.

Student Conference Posters

Researching into trilingual teacher training in Xinjiang, in China

Zhang Ping, School of Education, Bangor University

XUAR is located in the northwest of the P.R.C. and borders eight countries, such as Russia, India, etc. It has a complex mixture of ethnic composition which included 13 main officially recognized ethnic nationalities (60.68%). With the promotion of 'bilingual education' (ethnic minority languages and Mandarin Chinese) and trilingual education with English language (L3) added in the curriculum, it is hampered by the significant lack of skilled multilingual teachers within the education system. Thus, the principal aim of this research is to understand the current practice and identify issues so as to identify effective models for trilingual teacher training in the specific context of XUAR, where there is a tension between the political agenda and educational ideals. With an endeavour of obtaining both extensive and intensive data, a multi-method approach was adopted which included questionnaires, semi-structured interviews and observations of three main stakeholders (trainers, trainees and policy makers) of this trilingual teacher training programme in order to explore various perspectives and to form triangulation. The findings will be presented mainly according to three-sub research questions, which include the policies, the current practice and the stakeholders' attitude and perceptions towards three languages and trilingual teacher training. It shows that Mandarin Chinese proficiency (L2) is the bottleneck problem for the minority trainees to learn the subjects and English language. The findings will have some implication for China's language policy, language planning and the improvement of multilingual teacher training.

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First Language Attrition and Second Language Acquisition: The Effects of Phonetic Aptitude on Arabic-English Late Bilinguals

Amirah Alharbi, Linguistics & English Language, Bangor University

Abstract Much of the empirical work on second language (L2) acquisition to date has focused on understanding how a second language can be acquired in the most efficient and effective way. However, highly proficiency L2 speakers may also 'lose' or begin to 'lose' their first language (L1), a phenomenon called attrition. In recent years, L1 attrition has garnered the interest of linguists and psychologists, with most studies focusing on the lexicon and syntax. In contrast to these previous studies, this study focuses on the phonetic domain and compares the pronunciations of highly proficient English-Arabic bilinguals and monolingual controls. The aim of the study is to explore which factors govern L1 attrition in pronunciation and to what extent these factors can be disentangled from cross-linguistic interference. Altogether, 4 groups of 15 participants took part in the study. Group 1

comprises L1 Arabic speakers, who are late highly-proficient L2 learners of English and have been residents of the UK for many years. Group 2 includes L1 English speakers, who are late highly-proficient L2 learners of Arabic. Groups 3 and 4 comprise monolingual English and Arabic speakers. All participants completed various pronunciation tasks, a proficiency test, a language aptitude test and a language-background questionnaire. Phonetic measurements from vowels, consonants and intonation contours of the pronunciation tasks will be presented to see whether highly fluent L2 speakers will show attrition in the pronunciation of their native language (L1). The results have implications for both L2 acquisition theory and practice. For example, the results provide information about which aspects of pronunciation may be particularly susceptible to L1 attrition. Creating an awareness of these aspects in the classroom can be beneficial for advanced L2 learners.

Multilingual Literacy Learning of Nepalese Children Growing up in the UK

Sarah Knee, University of Birmingham

This research is interested in how Nepalese children growing up in the UK learn literacy skills and practices in Nepali Devanagari and English, with particular focus on pedagogical practices in the three sites of Nepali literacy class, mainstream school and home. The Nepalese community in the UK are an under-researched minority linguistic community and as such, this research seeks to support the multilingual literacy learning of children within this community. Research has taken a linguistic ethnographic approach, embracing participant observation across the three sites as the primary source of ethnographic data. This has enabled the researcher to 'become a participant in the life of the setting while also maintaining the stance of an observer' (Hoey, 2014: 2). Data has been collected over 10 months and includes photos, copies of children's work, audio recordings, and interviews, both ethnographic and semi-structured. Emerging themes include linguistic repertoire, translanguaging as pedagogy, translation and transliteration, participant observation and emblematic templates. Findings will have implications for pedagogical practice with Nepalese and other multilingual children from diverse backgrounds. HOEY, B. A. 2014. A Simple Introduction to the Practice of Ethnography and Guide to Ethnographic Fieldnotes. Marshall Digital Scholar, June 2014.

The Attitudes of Teachers and Students Towards Using L1(Arabic)in L2(English) Classrooms

Aeshah Alnemari, MA linguistics

Using the mother tongue when teaching or learning a foreign language is one of the most common issues that have been discussed widely in the field of second language acquisition in the last few decades. This study examined the attitudes of teachers and students toward using Arabic (L1) in English (L2) classrooms. The study was conducted in a Saudi university for the preparatory year female students. The participants in the study were 20 students and 4 teachers of English as a foreign language (EFL). The research tools which were used for collecting data were a questionnaire and an interview. The questionnaire was for the students . It consisted of 16 questions concerning students' attitudes towards using L1 in L2 classrooms . While the teachers' attitudes were examined through an interview consisted of 5 questions about their attitudes towards using Arabic in English classrooms. The findings of

the study showed that the attitudes of the students and teachers were almost positive. Most of the participants were in favor of using Arabic as a facilitating tool to learn English. However, few participants were reluctant towards using Arabic in English classes as it may hinder learning English.

Bilingualism and sleep: the effects of sleep on bilingual children when remembering new words

Maria Guinazu, UCL Institute of Education

The relationship between language and sleep will be investigated; specifically whether or not knowing more than one language helps children to remember new words and how that recall ability is influenced by sleep, which has been shown to facilitate memory consolidation, enhancement and reorganization of what has been acquired during the day. This will be an experimental study which will compare the working memory performance of 8 bilingual and 8 monolingual children between 7-12 years old. Each participant will do three sessions: during the first one, a series of tests that assess receptive vocabulary and memory will take place. In the second session, participants will do a non-verbal task: Simon Task, and following that a memory declarative task where they will have to learn non-words (ten animal names). They will be trained before they go to sleep and they will be tested the following morning. Previous research suggested that working memory might be enhanced in bilingual children due to a more developed executive control system. Nonetheless, prior studies have shown that bilinguals experience difficulties when doing verbal tasks because they have shown a poorer production when doing verbal fluency tasks. These series of studies have measured the level of vocabulary that bilingual people have in one of the languages that they speak which tends to be smaller when comparing with monolinguals. This current research project aims to look at any difference between the two language groups when remembering non-words after consolidating that learning during sleep. Their vocabulary range in a specific language will not be tested. If bilinguals outperform monolinguals, it will be interesting to examine if it is due to an enhanced working memory capacity. If monolinguals outperform bilinguals, it will be important to note if it is due to a linguistic processing difficulty that bilinguals have.

Vocabulary development in Welsh/English bilingual infants, as measured through bilingual and monolingual versions of Welsh and English CDIs

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Monolingual versions of the MacArthur-Bates Communicative Development Inventories (CDIs) (Fenson et al., 1994), are often used to assess the vocabulary development of bilingual children. Studies with bilingual infants have shown that they have smaller vocabularies in each language in comparison to monolingual peers, but that when both languages (Total Vocabulary) are considered, vocabulary size is equivalent to monolinguals (Hoff et al., 2012). We compared data from 71 monolingual and 59 bilingual infants, 14-28 months of age, on a Welsh/English bilingual version of the CDI and two separate Welsh and English versions. Our first goal was to study the trajectory of vocabulary development in Welsh/English bilingual children. Our second goal was to assess the reliability of a bilingual version of the CDI in comparison to monolingual versions. We found no differences in reported comprehension or production between the two CDI types for either language in bilingual, or monolingual English infants. Therefore we conclude that the Bilingual CDI is a

reliable measure of vocabulary development for this population. Contradictory to previous findings, bilingual and monolingual infants showed similar comprehensive and productive vocabulary scores across development when considering English alone. When considering Total Vocabulary, bilingual infants actually had larger vocabularies than their monolingual peers, an effect that was significant at each age group for comprehensive vocabulary. We also conducted a variety of analyses on amount of individual language exposure,

socioeconomic status and maternal education. We conclude that for non-immigrant populations, where there are no monolingual speakers of the minority language, being bilingual increases vocabulary size from an early age in comparison to monolingual peers, an effect that continues across development until at least 28 months of age. Further analyses will investigate the types of words that bilingual and monolingual infants acquire at different ages and what role cognates play in vocabulary size.

Incidental Welsh

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Yn ystod y blynyddoedd diwethaf, mae safon addysg Cymraeg ail iaith fel pwnc wedi achosi cryn bryder. Yn 2014 fe ddewisodd 8,140 o ddisgyblion cwrs hir Cymraeg ail iaith fel un o'u dewisiadau TGAU, o'i gymharu â 11,300 o ddisgyblion yn dewis cwrs byr Cymraeg ail iaith. Mae'r nifer sydd yn dewis y cwrs hir wedi disgyn o oddeutu 12,000 o ddisgyblion yn 2004. Yn ogystal â'r pryder ynglyn a'r niferoedd sydd yn dewis cwrs hir Cymraeg ail iaith TGAU, mae CBAC ag Estyn wedi mynegi nad yw safon iaith nifer o'r disgyblion yn y Gymraeg yn foddhaol. Awgrymai Sioned Davies y byddai defnyddio 'Cymraeg bob dydd' o fewn pynciau eang ar draws y cwricwlwm mewn ysgolion Saesneg yng Nghymru yn arwain at welliant yng nghyfraeddiadau'r disgyblion. Golygai hyn y byddai'r disgyblion yn clywed fwy ar yr iaith, gan ehangu eu geirfa a'u dealltwriaeth. Mi fyddai hefyd yn galluogi'r disgyblion i glywed yr iaith mewn gwahanol sefyllfaoedd, ac felly yn rhoi persbectif fwy 'normal' neu anffurfiol o'r iaith i'r disgyblion. Ar gyfer fy ymchwil i, rwyf yn bwriadu edrych a oes tystiolaeth o blaid neu yn erbyn yr awgrymiad fod defnyddio Cymraeg bob dydd ar draws y cwricwlwm yn cyfrannu tuag at godi safon cyrhaeddiad disgyblion mewn ysgolion Saesneg eu hiaith yng Nghymru. Mi fydd hyn yn digwydd mewn tair rhan; asesu'r sefyllfa bresennol mewn ysgolion ar draws gogledd Cymru, dadansoddi a gwerthuso canlyniadau i allu adnabod arferion da, ag yna defnyddio hyn i lunio ymyrraeth bwrsadol fydd yn galluogi i mi weld os yw defnyddio Cymraeg bob dydd yn fuddiol ai peidio. Gobeithiaf y bydd y wybodaeth yma, ar ddiwedd y cwrs PhD yn dod i ganlyniad ac yn torri tir newydd o fewn maes 'Cymraeg bob dydd' i gynorthwyo athrawon, prifathrawon a gwneuthurwyr polisi yn eu dewisiadau.

Students' attitude towards teachers' code switching

Abrar Bazerbay, Current issue in Bilingualism

Abstract Code switching is a common phenomenon, a frequent practice and a natural response in linguistics that is associated with bilingual communities (Macaro, 2001, cited in Ma, 2014, p. 181). It is a debatable and contentious topic among teachers and scholars. Some of them encourage it while others oppose it. This is an empirical study that examined students' attitude towards teachers' code switching in the classroom during the first

semester of the academic year 2015/ 2016. It has investigated that do pharmacy students believe that teachers code switching between English and Arabic in the classroom affects them more educationally or psychologically? It was conducted four Saudi adult female students who were doing undergraduate program and currently in the second grade from the Pharmacy College at Taibah University. They were between 20- 22 years old. Arabic is their first language and they have learned English since they were 13 years old. A quantitative questionnaire was used in this study which was written in Arabic and distributed via Email and took less than fifteen minutes to be completed. The questionnaire was included 16 Items of closed questions, which were mixed between educational and psychological effect of teachers' code switching. In this study, the result was counted by number of students' responses. The findings reveal that the majority of students preferred the course to be taught with code switching between English and Arabic than using English only. Moreover the results show that teachers code switching has a positive impact on pharmacy students' education and psychology. It can be considered that the positive effect on both elements is equal because the difference between them is just one response on students' psychology than students' education.

References: Macaro, 2001, cited in Ma, 2014, p. 181

Main Poster: Families' use of a minority language: a Welsh – Catalan study

Dr. Susan Wyn Jones

Only 19% of the population speaks Welsh according to the latest census (IALC 2013). Contrast this with Catalan - according to their Ombudsman, 97.1 % of those in Catalonia can understand Catalan, 84.3% speak it and 70.1% can write it (IALC, 2013).

This study aims:

- To gain an understanding of family members' experiences and use of the minority language;
- To compare the experiences of learning and using a minority language in Wales and Spain;
- To gain a better understanding of how the use, on a daily basis, of minority languages can be supported.

Four families (two in Wales and two in Spain) have been identified and questionnaires distributed.

Preliminary results indicate that the participants' mother tongue and/or language of education does not always correlate with use of the minority language.

The families consider the response of native speakers to learners, young people's perception of the language as being 'cool' or not, finance/grants and the status of the language as aspects which influence how the wider population responds to a minority language.

References:

IALC, 2013 accessed May 10th from <http://languagecommissioners.org/members.php?id=9>

Main Conference Posters

The production of motion verbs by L1 Arabic-speaking learners of L2 English

Maram Rossam S Alamri, Linguistics & English Language

Abstract This study examines the effects of both English proficiency and exposure to the L2 country on the motion event descriptions produced by L1 Arabic-speaking learners of L2 English. It examines the tendencies and typological differences that play a role in the motion event description processes in English and Arabic. It explores the claim that Arabic and English belong to different categories of languages with regard to how they encode motion. These results contribute to existing data on motion verbs, and will help inform policy and EFL teaching practices in Saudi Arabia. Research on motion events and their descriptions in typologically different languages have attracted an increasing amount of interest, largely derived from Slobin (2000), who introduced the ‘thinking for speaking’ hypothesis and stated that lexicalisation patterns affect expression of motion events, and their choices may change with typological variations. Crucial differences may lie in how path and trajectory are encoded in the two languages. To explore the relationship between the encoding of L1 Arabic and L2 English motion verbs, three empirical tests are adopted from Yu (1996), including a written picture description task, a narration task and a translation task. A separate judgment task, asking participants to rate the English sentences is also utilized. Participants include two groups of 60 female Saudi Arabian learners of English and a control group of 30 native speakers of English. Study participants consist of individuals studying in Saudi Arabia and those studying in the UK allowing for a comparative examination of how students encode motion verbs in English. Preliminary analyses reveal a positive effect of high English proficiency and exposure to the L2 country on motion event descriptions produced by Arab-speaking learners of L2. Several significant typological dependencies and tendencies were found and will be discussed.

Language abilities of Welsh-English bilingual children with and without language impairment

Vicky Chondrogianni; Nerys John, University of Edinburgh; Bangor University

Background: The identification of language disorders in children growing up in bilingual contexts poses a major challenge for clinicians, educators and researchers (see Armon-Lotem et al., 2015 for an overview). This is because our knowledge of what constitutes typical bilingual language development and what impaired bilingual language development is incomplete. Despite Wales being the single official bilingual country in the UK, little is known about the areas of Welsh grammar that could constitute markers of language impairment in Welsh-speaking children. The present study aims to address this gap by examining areas of Welsh and English grammar that may be problematic for Welsh-English children with language impairment, and more specifically for children with Specific Language Impairment (SLI, Leonard, 2014). **Participants:** 27 Welsh-English bilingual 4-to-6-year-old children participated in the study. 15 were typically developing (TD) sequential bilingual Welsh-English children (Bi-TD) and 12 were Welsh-English bilingual children with SLI (Bi-SLI). Children were matched on age. All children were attending the same type of Welsh-medium schools in North Wales. **Materials:** A battery of standardised and non-

standardised assessments in both Welsh and English was administered to assess children's language and cognitive abilities including vocabulary, comprehension and production of grammar, production of specific morpho-syntactic structures (e.g. plurals and tense in Welsh) and nonword repetition. A parental questionnaire examining the individual and the family history of language and other learning disorders was also used. Results and further implications: Across the two languages, Bi-SLI children performed worse in terms of vocabulary, sentence repetition and phonological working memory compared to their Bi-TD peers. This study also revealed that specific areas of Welsh morpho-syntax, such as plural morphology, tense marking and auxiliaries are promising structures for revealing morpho-syntactic weaknesses in Welsh-speaking children with SLI.

Sign-Singing: a Deafhearing musical experience

Dr Sara Louise Wheeler and Wrexham's Singing Hands

Bangor University/ Coleg Cymraeg Cenedlaethol/ WISERD/ Wrexham's Singing Hands

Sign-singing, or song-signing, is a form of musical expression where song lyrics are interpreted through signed languages and performed, accompanying the songs, incorporating musical aspects such as elongation of words and notes. This distinct musical experience is a traditional form of storytelling in d/Deaf cultures around the world and brings a new appreciation of the original songs. In recent years sign-singing has come to the attention of h/Hearing communities and has begun to be enjoyed and performed by d/Deaf and h/Hearing members together. Sign-singing thus offers a unique space for d/Deaf and h/Hearing cultures to interact and for the Deafhearing members to gain a shared sense of musical contribution, participation, culture, community and belonging. It also provides a space for the informal learning and teaching of signed languages, thus facilitating a move towards the kind of bilingualism within h/Hearing communities which has traditionally existed in d/Deaf communities (i.e. English and British Sign Language in the UK). Through performance and autoethnography, Wrexham's Singing Hands (a sign-singing group) will introduce sign-singing as a musical phenomenon and explore its contribution to bilingualism amongst group members, and its potential in facilitating bilingualism amongst other cohorts. The interpretation and translation processes will be explored, as will the difficulties in learning a language in a different modality (i.e. hand-shape error). Drawing on personal experiences, a collaborative autoethnographic narrative will be presented, including reflections on reactions to the concept and performances by Deaf and Hearing audiences.

Educational Outcomes of Irish-medium Pre-school Education in Northern Ireland

Dr Eibhlín Mhic Aoidh, St Mary's University College Belfast

This paper reports findings of research commissioned by the Department of Education in Northern Ireland on the educational outcomes of Irish-medium (IM) pre-school settings. The research was undertaken by RSM Mc ClureWatters (Consulting) with the author as project manager and a main author of the report. The Irish-medium pre-school sector is considered to be the foundation stone on which further sectoral developments at primary and post-primary level are initiated. Growth in the IM pre-school sector was initially without state support but through the commitment and fund-raising of parents and language activists.

State recognition and funding for schools was slow at the outset. An integral part of the Good Friday Agreement (1998) was that the British Government signed Parts 2 and 3 of the Charter for Minority Languages agreeing to encourage and facilitate Irish-medium Education. During the academic year 2014-15 when the research was conducted there were 43 pre-school settings and 885 pupils aged 3-4 in IME pre-school education. Research methods included a desk based legislative and policy analysis, a literature review and semi-structured interviews with school staff and with strategic stakeholders. The research explored which core components in Irish-medium pre-schools lead to optimum readiness for transition to IM primary school and the extent to which these components are present in Irish-medium pre-schools in the statutory and voluntary sector in NI. This included an examination of the learning outcomes, set or expected, for IM pre-schools, the criteria used to establish these outcomes and how the outcomes were assessed. Language related methodology and best practices were identified including how indicators of best practice were used to assess quality of provision.

Exploring reading strategies in Welsh-English biliterate adults

Sarah Cooper, Molly Davey, Bangor University, University of Essex

Typically, children learning languages with opaque orthographies (e.g. English) are found to use direct word recognition while children learning transparent orthographies (e.g. Welsh) are likely to use phonological decoding skills when reading (after Wimmer and Goswami, 1994). However, very little is known about reading strategies in biliterate adults who learned contrasting orthographies at an early age. The present study aims to address this issue by testing whether adult Welsh-English bilinguals who learned two languages differing in their orthographic transparency use different reading strategies to monolingual English speakers. The experiment compared reading latency and production accuracy in 6 English monolingual and 6 early simultaneous Welsh-English bilingual participants. We also explored the effects of word length, gender and participant reading habits. Participants were asked to read aloud a low frequency English word list and a nonsense word list designed around contrastive phonemes in Welsh and English (e.g. <u, f, dd, th, y, ll, r, ch>). We coded productions as 'Welsh expected' (based on direct grapheme-phoneme correspondence), 'English expected' (based on pronunciation of similar English words) and 'unexpected'. While there was no between-group difference in reading latency, preliminary analyses of the pronunciation accuracy show that the groups appear to be using different reading strategies in the non-word reading task. While the monolinguals produced English expected outcomes in 86% of productions, the bilinguals produced a Welsh expected outcome 48% of the time, and an English outcome 38% of the time. We analyse this as suggesting that the Welsh speakers rely on a combination of direct word recognition and phonological decoding while the monolingual English group rely primarily on direct word recognition. This paper provides insight into reading skills in Welsh-English bilingual adults and addresses questions about reading skills in biliterate adults in general.

Incidental and intentional learning from an educational perspective

Eszter Seres, Bangor University Graduate and Teacher at British Council Hungary

The acquisition of implicit and explicit knowledge is one of the most prominent research areas in second language acquisition. Learning can only take place under incidental and

intentional conditions which lead to the acquisition of implicit and explicit knowledge (Hulstijn, 2003). Based on this concept, I will present the findings of my research on the results of an empirical study (Hamrick & Rebuschat, 2013). In total, 44 university students were recruited who were randomly split into two groups (Nincidental= 22; Nintentional= 22). Each group received different instructions: the implicit group was not instructed to learn the pseudo vocabulary, whereas the explicit group was instructed to do so. Following the exposure phase, participants' acquired knowledge was tested by a 4AFC (four-alternative forced-choice) task where they had to justify the decisions behind their answers by confidence ratings and source attributions. The difference between the groups was significant (Mincidental= 44.13%, Mintentional= 60.99%, $p < .05$) which confirmed previously established results. Correlations between the 4AFC test results and the motivation test results showed a weak but positive correlation in the explicit group's case but not in the case of the implicit group. Furthermore, correlations between the 4AFC test results and the phonological working memory scores did not show significance either. In this conference I would like to highlight the need of a stronger reliance on education, based on classroom experience with children aged 6-15, which could enable the researcher: to study different age groups (in relation to the critical age hypothesis (Lenneberg, 1967)), to create a more varied motivation test, to involve bilingual aspects, to track the history of participants' linguistic background, to contemplate the advantages of a longitudinal study and finally MRI scans which could clearly highlight the extent of correlations between the above mentioned factors.

How much Galician do we know? Contributions about perception people have of linguistic competence in Galicia

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Two official languages in an unbalanced situation, Galician and Spanish, are under study and both are means of expression in the Galician educational system. After several reforms concerning Education Laws and having analysed the situation, we can say that the linguistic competence in the minorized language is not as expected after finishing compulsory education. For all these reasons, some researches concerning this field were made. In this case, we intend to show a sample of adult people opinions about the following topic: Are pupils dully trained in Galician Languages after mandatory education? In particular, for the field work, we have taken into account a heterogeneous group of 229 people, all coming from the preparatory courses for obtaining the Galician Language Certificate, as well known as Celga. Methodologically, we have chosen a questionnaire with a wide range of both, open and closed questions. The analysis of attitudes has capital importance in contexts with languages in contact. All studies in this field show that attitudes play a capital role in order to choose one language or the other. The study we are presenting deals with the perception that people have about the linguistic competence in Galician Language after finishing compulsory education. This study takes part of a wider study focused on attitudes towards learning languages by adult people. For a comprehensive analysis of data, apart from taking into account answers directly related with competence, moreover we will consider complementary data obtained from other items included in the model.

The bilingual advantage: the case of syntactic awareness in Arabic-English bilingual children

Huda Althobaiti, Eirini Sanoudaki, George Kotzoglou, Bangor Uni, University of the Aegean

In the last few decades a sizable body of research has sought to explore the effect of childhood bilingualism on metalinguistic awareness and executive function (from Galambos & Hakuta, 1988, to Antoniou et al., 2016). And while results have at times been inconsistent (Gathercole et al., 2014), recent findings open two questions: firstly, whether enhanced metalinguistic awareness results from bilingualism in itself or from properties of the two languages, and secondly, which levels of metalinguistic awareness may be more affected (judging sentences, detecting or correcting errors etc) (Davidson et al., 2010, Bialystok et al., 2005). In this study we aim to contribute to the debate on this issue by examining different levels of metalinguistic awareness in bilingual and monolingual children, focussing on two properties: gender and tense. A syntactic awareness task was administered to thirty 6-year old typically developing children: a group of 10 Arabic-English monolingual children and two equal sized monolingual control groups matched on receptive language measures and chronological age (mean age 5;10). Children were asked to detect and correct ungrammatical sentences involving errors in gender or tense. Conditions involving corresponding grammatical sentences were also included. In addition, we asked children to explain why ungrammatical sentences were wrong. Statistical analysis showed significant main effects (including group) and interactions. Follow up analyses revealed that bilingual children were significantly better than the two monolingual groups in correcting gender violations. In general, all groups could successfully detect grammatical sentences, while they had difficulties in all remaining conditions involving tense. Overall, we detected a bilingual advantage at the level of correction for a feature that behaves differently in the two languages. We analyse our findings in conjunction with familiar data and discuss the implications for models of bilingual metalinguistic awareness.

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