

Monday, 8th of October 2018

08:30 - 09:30	Registration, Welcome & Opening (vice-rector, Michael Scheffel, vice-dean of faculty 1, Matei Chihaia)
09:30 - 10:00	Simona Montanari Raising multilingual children in monolingual cultures: Family language policy and school choices
10:00 - 10:30	Andreas Braun A typological perspective on language strategies for trilingual families
10:30 - 11:00	Coffee break
11:00 - 11:30	Juan Uriagereka How can you tell if you have a parameter - and why would you even care?
11:30 - 12:00	Cristina Schmitt How to realize arguments with inconsistent input: contact effects in the acquisition of Argentinian and Paraguayan Spanish
12:00 - 12:30	Désirée Kleineberg The acquisition of SER and ESTAR in bilingual and multilingual children
12:30 - 14:00	Lunch break
14:00 - 14:30	Thomas Roeper What are we talking about?: Complex questions under discussion (QUDS) and its implications for disorders and pedagogy
14:30 - 15:00	Anne Abeillé French adjective position and agreement
15:00 - 15:30	Coffee break
15:30 - 16:00	Mabel Tirado Espinosa & Katharina Zimmermann The acquisition of adjective placement in bilingual and multilingual children (French, German, Spanish)
16:00 - 17:00	Round Table 1 (Language dominance): discussant Cornelia Hamann
17:00 - 17:30	Artemis Alexiadou: Postnominal ordering
Round Table 1	Maria José Ezeizabarrena, Christoph Gabriel & Marion Krause, Abira Sivakumar, Jacopo Torregrossa

Tuesday, 9th of October 2018

09:00 - 09:30	Laia Arnaus Gil The position of subjects in bilingual and multilingual children
09:30 - 10:00	Andrea Biró The subject in early child trilingualism (Spanish, Catalan, Hungarian)
10:00 - 10:30	Misha Becker Parents' and teachers' language attitudes in a bilingual community
10:30 - 11:00	Coffee break
11:00 - 11:30	Holger Hopp Grammatical and lexical resources of the L1 in child foreign language learning
11:30 - 12:00	Amelia Jiménez Gaspar The cross-linguistic influence in the early acquisition of 3 rd person direct object clitics: A comparison between Spanish and Catalan
12:00 - 12:30	Pieter Muysken Code-switching and language distance
12:30 - 14:00	Lunch break
14:00 - 14:30	Jeff MacSwan Codeswitching, translanguaging, and integrated multilingualism
14:30 - 15:00	Meike Poeste Code-mixing and language dominance: Bilingual, trilingual and multilingual children compared
15:00 - 15:30	Coffee break
15:30 - 16:00	Luis López Toward an integrated theory of bilingual grammar

<https://www.romanistik.uni-wuppertal.de/tagungenconferences.html>

Wednesday, 10th of October 2018

09:00 - 09:30	Ulrike Freywald Verb second: Syntactic modeling and usage
09:30 - 10:00	Leah Bauke Unlearning V2 in SLA - some thoughts on the influence of V2 in L1 for the acquisition of a L2 that is non-V2
10:00 - 10:30	Petra Schulz What never goes wrong in early second language acquisition of German: Finiteness in verb-second clauses
10:30 - 11:00	Coffee break
11:00 - 11:30	Daniel Reimann Plurilingüismo y enseñanza de lenguas extranjeras en los institutos. Resultados de un pilotaje cualitativo para alumnos con antecedentes hispanohablantes en la enseñanza del español como lengua extranjera
11:30 - 12:30	Round Table 2 (Discourse strategies): discussant Katja Francesca Cantone
12:30 - 13:00	Laura Tramutoli The dynamics of multilingual speech of the Senegalese immigrants in Italy
13:00 - 14:30	Lunch break
14:30	Departure
Round Table 2	Beñat Garaio et al., Marina Hüppop & Nadine Sette, Kerstin Kazzazi, Teresa Satterfield



The view from the multilingual child:
Linguistic theory, language use and language strategies
in and outside school
8. – 10. October 2018, Bergische Universität Wuppertal

The study of multilingualism has considerably advanced during the last decade with a focus on the bilingual child acquiring two languages in early childhood. Detailed information is available about the acquisition of different grammatical domains under the condition of bilingualism. Notwithstanding, we should not lose sight of the potential which studies on multilingualism have with respect to linguistic theorizing. The last years have seen cross-linguistic influence as the key topic, in particular the influence that has a delaying effect on the child's developmental path in the so-called weaker language. The grammatical domains vulnerable for cross-linguistic influence were identified and their linguistic description led to a lively discussion about whether the influence was related to language competence or performance and whether the amount of input in each language and language (un)balance in the child were also influencing factors.

To meet the challenges faced by the research field, the colloquium addresses grammatical domains which are acquired with ease by monolingual as well as by balanced bilingual children. Pushing the limits of robustness, trilingual children and children who acquire more than three languages in their earliest childhood are investigated, in addition to monolinguals and bilinguals for the robust grammatical domains. Children who acquire more than two languages have less input in at least one of them and are likely to exhibit an unbalanced development of their languages. Likewise, bilingual children have been reported to develop a weak language in a (mainly) monolingual environment that encourages the use of the community language. This weakness can reach the extent of early child and adult second language acquisition. What are the limits of robustness and are there limits at all if we restrict our view toward robust grammatical domains in monolinguals and balanced bilinguals? Is it possible that substantially limited exposure and a language development with a time lag have no measurable effects on the acquisition of robust grammatical domains in multilingual children? Before we revise our general view on limited exposure and delayed acquisition of a second, third or x^{th} language in the sense that a weak language impacts the acquisition path of the stronger language, the various facets of the concept of language dominance and its major/minor role in acquiring more than one language have to be taken into account.

The literature on early child multilingualism has argued that one of the means of the multilingual child to compensate for knowledge gaps in the weaker language is mixing from her/his stronger language. Is it possible that substantially limited exposure and a language development with a time lag have less measurable

effects on code-mixing than language distance and the architecture of the involved grammars? If it can be shown that language distance and the architecture of the involved grammars are more important factors than limited exposure and delayed acquisition of a second, third or x^{th} language, the fear that children's code-mixing is a sign of lack of competence can be reduced in parents and society in general.

Parents in the family context and people who are involved in language teaching in the contexts of institutions aim at reinforcing and maintaining the multilingualism of their children/pupils. Parents, kindergarten and schools already contribute to this goal on an individual level. The field is still in need of groundbreaking systematic research on parental discourse strategies and strategies applied by teachers to maintain children's multilingualism in institutions.

The proposed colloquium brings together researchers representing cutting-edge research from the perspective of the multilingual child in six countries (France, Germany, Spain, The Netherlands, UK, USA). Well-known linguists with a focus on theoretical and/or applied linguistics have been asked to contribute their expertise to the grammatical domains and the phenomena specific to multilingualism to be studied.



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