

DAY I. 9th MAY, 2022

TIME ZONE: CEST (GMT+2) (please check the local time with this link)			
8:30-9:00	<a href="#">ZOOM CHECK-IN</a>		
9:00-9:15	<p><b>OPENING</b></p> <ul style="list-style-type: none"> <li>Sharon Armon-Lotem (<i>Bar-Ilan University, Israel</i>)</li> <li>Natalia Gagarina (<i>Leibniz-Centre General Linguistics (ZAS), Germany</i>)</li> <li>AWESOME Team (<i>Leibniz-Centre General Linguistics (ZAS), Germany</i>)</li> </ul>		
9:15-10:15	<p><b>KEYNOTE SPEAKER: Stanislava Antonijevic-Elliott</b> (<i>National University of Ireland Galway, Ireland</i>)</p> <p>The use of LITMUS tools for language assessment in educational and clinical settings</p>		
10:15-11:45	<b>SESSION I</b>		
	10:15-10:45	How to discriminate bilingual children with and without DLD in 3 steps? Charlotte Mostaert & Heleen Leysen ( <i>Thomas More University of Applied Sciences, Belgium</i> )	
	10:45-11:15	Bilingual children with DLD have a foreign language learning advantage Elena Tribushinina, Betül Boz & Megan Mackaaij ( <i>Utrecht University, Netherlands</i> )	
	11:15-11:45	The use of the LITMUS quasi-universal nonword repetition task to identify DLD in monolingual and early second language learners age 8 to 10 Angela Grimm & Jan Volker Schallenberg ( <i>University of Frankfurt, Germany</i> )	
11:45-12:45	<b>LUNCH BREAK</b>		
12:45-13:15	<b>POSTER SESSION I</b>		
	<b>ROOM I</b>	<b>ROOM II</b>	<b>ROOM III</b>
	Narrative production in diglossic Arabic: A comparison between kindergarten children with and without Developmental Language Disorder Bahaa Mahamid & Elinor Saiegh-Haddad ( <i>Bar-Ilan University, Israel</i> )	Translanguaging design in narrative assessments: Gaining an accurate picture of bilingual children's linguistic abilities for clinical decision making in speech-language pathology Carla Kekejian & Robert Kraemer ( <i>University of Utah, USA</i> )	Applying Rasch analysis to validate the Chinese Grammar Assessment (CGA) and to identify children with Developmental Language Disorder Qun Li <sup>1</sup> , Gladys Tang <sup>2</sup> , Haolun Luo <sup>1</sup> , David Lam <sup>2</sup> & Chris You <sup>2</sup> ( <sup>1</sup> West China Hospital of Sichuan University, Centre for Sign Linguistics and Deaf Studies, <sup>2</sup> The Chinese University of Hong Kong, China)
	The narrative thread: How home learning environment influences early childhood development and story comprehension Annelien Smith & Daleen Klop ( <i>University of Stellenbosch, South Africa</i> )	Children with developmental language disorder and language mixing: Developmental, psycholinguistic, and sociolinguistic aspects Merel van Witteloostuijn, Elise de Bree & Elma Blom ( <i>Utrecht University, Netherlands</i> )	Accuracy is in the eye of the beholder: Assessing Polish-English bilingual children's performance on sentence repetition tasks - error analysis and the role of the rater Saoirse Lally <sup>1</sup> , Natalia Banasik-Jemielniak <sup>2</sup> , Ewa Haman <sup>3</sup> & Stanislava Antonijevic-Elliott <sup>1</sup> ( <sup>1</sup> National University of Ireland Galway, Ireland; <sup>2</sup> The Maria Grzegorzewska University, <sup>3</sup> University of Warsaw, Poland)
The use of referring expressions in monolingual and bilingual children with and without Developmental Language Disorder: Evidence from the Multilingual Assessment Instrument for Narratives (MAIN) Marie Schnieders <sup>1</sup> & Cornelia Hamann <sup>2</sup> ( <sup>1</sup> University of Flensburg, <sup>2</sup> University of Oldenburg, Germany)	Development and pilot testing of a novel task to examine bilingual codeswitching in children using augmentative and alternative communication Marika King <sup>1</sup> , Dana Gaigulo <sup>2</sup> & Michelle Weller <sup>1</sup> ( <sup>1</sup> Utah State University, USA; <sup>2</sup> Ludwig Maximilian University, Germany)	Majority and minority language elementary school children with/out dyslexia in a regular foreign language and in a bilingual program Anja Steinlen & Thorsten Piske ( <i>University of Erlangen-Nuremberg, Germany</i> )	

13:15-14:45	<b>SESSION II</b>	
13:15-13:45	<p><b>Is the crosslinguistic nonword repetition test valid crosslinguistically? Evidence from performance in different language groups and countries</b> Kamila Polišenská<sup>1</sup>, Shula Chiat<sup>2</sup>, Jakub Szewczyk<sup>3,18</sup>, Stanislava Antonijević-Elliott<sup>4</sup>, Elma Blom<sup>5</sup>, Tessel Boerma<sup>5</sup>, Ute Bohnacker<sup>6</sup>, Morna Butcher<sup>7</sup>, Angel Chan<sup>9</sup>, Solveig Chilla<sup>11</sup>, Vicky Chondrogiani<sup>7</sup>, Yvonne Fitzmaurice<sup>4</sup>, Nga Ching Fu<sup>9</sup>, Daniela Gatt<sup>8</sup>, Helen Grech<sup>8</sup>, Rima Haddad<sup>6</sup>, Cornelia Hamann<sup>10</sup>, Juliane Hinnerichs<sup>11</sup>, Daniel Holzinger<sup>12,13</sup>, Magdalena Jezek<sup>12,13</sup>, Florence Judge-Clayden<sup>7</sup>, Svetlana Kapalková<sup>14</sup>, Sari Kunnari<sup>15</sup>, Chantal Mayer-Crittenden<sup>16</sup>, Mary Pat O'Malley<sup>4</sup>, Linnéa Öberg<sup>6</sup>, Ora Oudgenoeg-Paz<sup>5</sup>, Alexandra Polatidou<sup>2</sup>, Salomé Schwob<sup>17</sup>, Mao Shiyun<sup>2</sup>, Katrin Skoruppa<sup>17</sup>, Nadine Tabone<sup>8</sup>, Rianne van den Berghe<sup>19</sup>, Josje Verhagen<sup>20</sup> &amp; <sup>21</sup>Michelle White (<sup>1</sup>The University of Manchester, United Kingdom; <sup>2</sup>City, University of London, United Kingdom; <sup>3</sup>Donders Institute for Brain, Cognition and Behaviour, Radboud University, Netherlands; <sup>4</sup>National University of Ireland Galway, Ireland; <sup>5</sup>Utrecht University, Netherlands; <sup>6</sup>Uppsala University, Sweden; <sup>7</sup>The University of Edinburgh, United Kingdom; <sup>8</sup>University of Malta, Malta; <sup>9</sup>The Hong Kong Polytechnic University, China; <sup>10</sup>University of Oldenburg, Germany; <sup>11</sup>University of Flensburg, Germany; <sup>12</sup>Research Institute for Developmental Medicine, Johannes Kepler University Linz, Austria; <sup>13</sup>Institute of Neurology of Senses and Language, Hospital of St. John of God, Linz, Austria; <sup>14</sup>Comenius University in Bratislava, Slovakia; <sup>15</sup>University of Oulu, Finland; <sup>16</sup>Laurentian University, Canada; <sup>17</sup>University of Neuchâtel, Switzerland; <sup>18</sup>Max Planck Institute for Psycholinguistics, Netherlands; <sup>19</sup>Windesheim University of Applied Sciences, <sup>20</sup>University of Amsterdam, Netherlands; <sup>21</sup>University of Oslo, Norway)</p>	
13:45-14:15	<p><b>Nonverbal switching ability of monolingual and bilingual children with and without Developmental Language Disorder</b> Tessel Boerma, Merel van Witteloostuijn &amp; Elma Blom (<i>Utrecht University, Netherlands</i>)</p>	
14:15-14:45	<p><b>The executive control capacity of monolingual and bilingual individuals with Prader-Willi syndrome versus the typically-developing population: Similar trends despite the differences</b> Estela Garcia Alcaraz<sup>1</sup> &amp; Juana Munoz-Liceras<sup>2,3</sup> (<sup>1</sup>University of the Balearic Islands, Spain; <sup>2</sup>University of Ottawa, Canada, <sup>3</sup>Universidad Nebrija, Spain)</p>	
14:45-15:00	<b>BREAK</b>	
15:00-16:00	<b>SESSION III</b>	
15:00-15:30	<p><b>Special needs assessment in bilingual school-age children in Germany: Word reading abilities as a potential clinical marker</b> Irina Hertel, Solveig Chilla &amp; Lina Abed Ibrahim (<i>University of Flensburg, Germany</i>)</p>	
15:30-16:00	<p><b>The identification of multilingual children with reading difficulties through linguistic and non-linguistic measures</b> Juhayna Taha<sup>1</sup>, Desire Carioti<sup>1</sup>, Natale Stucchi<sup>1</sup>, Elisa Granocchio Granocchio<sup>2</sup>, Daniela Sarti<sup>2</sup>, Marinella De Salvatore<sup>2</sup> &amp; Mariateresa Guasti<sup>1</sup> (<sup>1</sup>Università degli Studi di Milano-Bicocca, <sup>2</sup>Fondazione I.R.C.C.S. Istituto Neurologico Carlo Besta; Italy)</p>	
16:00-16:15	<b>BREAK</b>	
16:15-17:15	<p style="text-align: center;"><b>KEYNOTE SPEAKER: Johanne Paradis</b> (<i>University of Alberta, Canada</i>)</p> <p style="text-align: center;"><b>The bilingual development of Syrian refugee children in Canada: Individual differences, L1/L2 trajectories and clinical implications</b></p>	
17:20-...	<b>BUSINESS MEETING</b>	
<b>END OF DAY I</b>		

TIME ZONE: CEST (GMT+2) (please check the local time with this link)			
9:15-9:35	<a href="#">ZOOM CHECK-IN</a>		
9:35-9:45	<b>GREETING: Manfred Krifka</b> ( <i>Director of Leibniz-Centre General Linguistics (ZAS), Germany</i> )		
9:45-10:45	<b>KEYNOTE SPEAKER: Anne Wienholz</b> ( <i>University of Hamburg, Germany</i> ) <b>The impact of sign bilingualism on deaf children's language development</b>		
10:45-11:00	<b>BREAK</b>		
11:00-12:30	<b>SESSION IV</b>		
11:00-11:30	<b>Dynamic assessment of flexional morphology in bilingual children with TD and DLD</b> Olivia Hadjadj, Margaret Kehoe & H�el�ene Delage ( <i>University of Geneva, Switzerland</i> )		
11:30-12:00	<b>Word reading in monolingual and bilingual children with Developmental Language Disorder</b> Elise de Bree <sup>1</sup> , Tessel Boerma <sup>1</sup> , Britt Hakvoort <sup>2</sup> , Elma Blom <sup>1</sup> & Madelon van den Boer <sup>3</sup> ( <sup>1</sup> <i>Utrecht University</i> , <sup>2</sup> <i>Royal Auris</i> , <sup>3</sup> <i>University of Amsterdam, Netherlands</i> )		
12:00-12:30	<b>Spontaneous and unexpected acquisition of English among children with Autism Spectrum Disorder (ASD)</b> Iris Hindi & Natalia Meir ( <i>Bar-Ilan University, Israel</i> )		
12:30-13:30	<b>LUNCH BREAK</b>		
13:30-14:00	<b>POSTER SESSION II</b>		
	<b>ROOM I</b>	<b>ROOM II</b>	<b>ROOM III</b>
	<b>Executive functioning and speech in L1 and L2 as precursors of L2 vocabulary in bilingual children at risk of DLD</b> Lisa Verbeek <sup>1</sup> , Constance Vissers <sup>1,2</sup> , Mirjam Blumenthal <sup>2</sup> , Tijs Kleemans <sup>1</sup> , Eliane Segers <sup>1</sup> & Ludo Verhoeven <sup>1,2</sup> ( <sup>1</sup> <i>Behavioural Science Institute, Radboud University</i> , <sup>2</sup> <i>Royal Dutch Kentalis, Netherlands</i> )	<b>Dynamic assessment of receptive vocabulary and phonology of preschool children with German as a second language</b> Ilektra Maragkaki <sup>1</sup> , Marco Hessels <sup>1</sup> & Erich Hartmann <sup>2</sup> ( <sup>1</sup> <i>University of Geneva</i> , <sup>2</sup> <i>University of Fribourg, Switzerland</i> )	<b>Teachers' identification and referral of bilingual children with language disorders: Do attitudes make a difference?</b> Felicity Parry & Eirini Sanoudaki ( <i>Bangor University, United Kingdom</i> )
	<b>Reference production in Mandarin-English bilingual preschoolers: Linguistic, input, and cognitive factors</b> Jiangling Zhou <sup>1</sup> , Ziyin Mai <sup>2</sup> , Qiuyun Cai <sup>2</sup> , Yuqing Liang <sup>2</sup> & Virginia Yip <sup>1</sup> ( <sup>1</sup> <i>The Chinese University of Hong Kong</i> , <sup>2</sup> <i>City University of Hong Kong, China</i> )	<b>Bilingual narrative-based intervention for primary-school pupils with DLD</b> Elena Tribushinina <sup>1</sup> , Megan Mackaaij <sup>1</sup> & Joyce Meuwissen <sup>2</sup> ( <sup>1</sup> <i>Utrecht University</i> , <sup>2</sup> <i>Royal Kentalis, Netherlands</i> )	<b>The production of focus by Cantonese-English bilingual children with and without Autism Spectrum Disorder</b> Haoyan Ge <sup>1</sup> , Albert Lee <sup>2</sup> & Hoi Kwan Yuen <sup>1</sup> ( <sup>1</sup> <i>Hong Kong Metropolitan University</i> , <sup>2</sup> <i>The Education University of Hong Kong, China</i> )
	<b>Nonword repetition in children with Developmental Language Disorder: Revisiting the case of Cantonese</b> Nga Ching Fu <sup>1</sup> , Si Chen <sup>1</sup> , Kamila Poliřensk�a <sup>2</sup> , Angel Chan <sup>1</sup> , Rachel Kan <sup>1</sup> & Shula Chiat <sup>3</sup> ( <sup>1</sup> <i>The Hong Kong Polytechnic University, China</i> ; <sup>2</sup> <i>The University of Manchester</i> , <sup>3</sup> <i>City University of London, United Kingdom</i> )	<b>Analysis of the comprehension skills of Kurmanji-Turkish bilingual and Turkish monolingual children: Do they differ by means of the goal, internal state terms, and reasoning?</b> Seda Esersin <sup>1</sup> , Nevin Yılmaz �ifteli <sup>1</sup> & Aylin M�uge Tun�er <sup>2</sup> ( <sup>1</sup> <i>Anadolu University</i> , <sup>2</sup> <i>Muęla Sirtk�ı Ko�man University, Turkey</i> )	<b>Tracking biliteracy skills in children with poor language input: Data from the North</b> Maria Garraffa <sup>1</sup> & Stanislava Antonijevic-Elliott <sup>2</sup> ( <sup>1</sup> <i>University of East Anglia, United Kingdom</i> ; <sup>2</sup> <i>University of Galway, Ireland</i> )

DAY II. 10<sup>th</sup> MAY, 2022

14:00-15:30	SESSION V	
14:00-14:30	Implementing LITMUS-NL in clinical practice: A usability and feasibility study Linda Wouda <sup>1</sup> , Tessel Boerma <sup>1</sup> , Ellen Gerrits <sup>1,2</sup> & Elma Blom <sup>1</sup> ( <sup>1</sup> Utrecht University, <sup>2</sup> HU University of Applied Sciences Utrecht, Netherlands)	
14:30-15:00	Atypical heritage language development in bilingual children Sveta Fichman <sup>1</sup> , Natalia Meir <sup>2</sup> , Carmit Altman <sup>2</sup> , Sharon Armon-Lotem <sup>2</sup> , Joel Walters <sup>1</sup> & Natalia Gagarina <sup>3</sup> ( <sup>1</sup> Talpiot College of Education, <sup>2</sup> Bar-Ilan University, Israel; <sup>3</sup> Leibniz-Centre General Linguistics (ZAS), Germany)	
15:00-15:30	The effect of a narrative intervention on the general and narrative language abilities of typically developing bilingual children Julie Daelman, Kristiane Van Lierde & Evelien D'Haeseleer (Ghent University, Belgium)	
15:30-15:45	BREAK	
15:45-16:45	SESSION VI	
15:45-16:15	The use of vocalized pauses as a window to pragmatic abilities in bilingual children with Autism Spectrum Disorder (ASD) Marianna Beradze & Natalia Meir (Bar-Ilan University, Israel)	
16:15-16:45	HIGA, a tool to assess (a-)typical oral language development in Basque Marie Pourquoié <sup>1</sup> & Maria-Jose Ezeizabarrena <sup>2</sup> ( <sup>1</sup> IKER UMR 5478 – CNRS, France; <sup>2</sup> UPV/EHU, Spain)	
16:45-17:00	BREAK	
17:00-18:00	<b>KEYNOTE SPEAKER:</b> Elizabeth D. Peña (University of California, Irvine, USA) Rethinking bilingual development and disorder	
18:00-...	BUSINESS MEETING	
END OF DAY II		

DAY III. 11<sup>th</sup> MAY, 2022

TIME ZONE: CEST (GMT+2) (please check the local time with this link)	
09:45-10:00	<b>ZOOM CHECK-IN</b>
10:00-12:15	<b>SESSION VII</b> <b>NEW DEVELOPMENT IN LITMUS TOOLS</b> ( <a href="https://www.bi-sli.org/litmus-tools">https://www.bi-sli.org/litmus-tools</a> )
10:00-10:05	<b>OPENING</b> Sharon Armon-Lotem ( <i>Bar-Ilan University, Israel</i> )
10:05-10:30	<b>The LITMUS Sentence Repetition task - new developments</b> Theo Marinis ( <i>University of Konstanz, Germany</i> )
10:30-10:55	<b>LITMUS-QU-NWR: A tool assessing phonology</b> Christophe de Santos <sup>1</sup> & Angela Grimm <sup>2</sup> ( <sup>1</sup> <i>Université de Tours, France</i> ; <sup>2</sup> <i>Goethe University Frankfurt, Germany</i> )
10:55-11:20	<b>A way towards norming of the LITMUS Cross-Linguistic Lexical Tasks and other CLT developments</b> Ewa Haman <sup>1</sup> , et al. ( <sup>1</sup> <i>University of Warsaw, Poland</i> )
11:20-11:45	<b>Assessing grammatical abilities in both languages of bilinguals with typical and atypical development using LITMUS MAIN</b> Jan de Jong <sup>1</sup> , Elma Blom <sup>2</sup> , Tessel Boerma <sup>2</sup> , Figen Karaca <sup>3</sup> & Aylin Küntay <sup>4</sup> ( <sup>1</sup> <i>University of Bergen, Norway</i> ; <sup>2</sup> <i>Utrecht University, Netherlands</i> ; <sup>3</sup> <i>Radboud University, Netherlands</i> ; <sup>4</sup> <i>Koç University, Turkey</i> )
11:45-12:10	<b>LITMUS MAIN - where are we up to?</b> Natalia Gagarina ( <i>Leibniz-Centre General Linguistics (ZAS), Germany</i> )
12:10-13:30	<b>LUNCH BREAK</b>
13:30-15:15	<b>SESSION VIII</b> <b>DISSEMINATION EVENT (GERMAN)</b>
13:30-14:00	<b>Sprachdiagnostik multilingual aufwachsender Kinder in Deutschland: Zum Einsatz von Satz wiederholungstests (GERMAN)</b> Lina Abed Ibrahim ( <i>Europa-Universität Flensburg, Germany</i> )
14:00-14:30	<b>Nachsprechen von Nichtwörtern: Zum Einsatz von sprachübergreifenden Items (GERMAN)</b> Juliane Hinnerichs ( <i>Universität Heidelberg, Germany</i> )
14:30-14:45	<b>BREAK</b>
14:45-15:15	<b>Cross-Linguistic Lexical Task im Einsatz (GERMAN)</b> Manuel Bohn <sup>1</sup> & Natalia Gagarina <sup>2</sup> ( <sup>1</sup> <i>Max Planck Institute for Evolutionary Anthropology</i> ; <sup>2</sup> <i>Leibniz-Centre General Linguistics (ZAS), Germany</i> )
15:15-15:45	<b>KEYNOTE SPEAKER (ENGLISH): Daleen Klop &amp; Annelien Smith</b> ( <i>Stellenbosch University, South Africa</i> ) <b>SLT practice in a multicultural and multilingual society. Complexities of assessment and intervention for children from diverse background – challenges and solutions</b>
15:45-16:00	<b>BREAK</b>

# Bi-SLI

Bi/multilingualism and Specific Language Impairment  
(Developmental Language Disorder)

9-11 MAY 2022 | HYBRID FORMAT (BERLIN & ZOOM)



DAY III. 11<sup>th</sup> MAY, 2022

16:00-16:45	PRACTITIONERS EXCHANGE (GERMAN)		
	<b>ROOM I</b> <b>Satzwiederholungstest</b> Lina Abed Ibrahim ( <i>Europa-Universität Flensburg, Germany</i> )	<b>ROOM II</b> <b>Nachsprechen von Nichtwörtern</b> Juliane Hinnerichs ( <i>Universität Heidelberg, Germany</i> )	<b>ROOM III</b> <b>Cross-Linguistic Lexical Task</b> Manuel Bohn <sup>1</sup> & Natalia Gagarina <sup>2</sup> ( <sup>1</sup> Max Planck Institute for Evolutionary Anthropology; <sup>2</sup> Leibniz-Centre General Linguistics (ZAS), Germany)
16:45-17:00	PARALLEL SESSIONS SUMMARY (GERMAN & ENGLISH)		
17:00-...	CLOSING CEREMONY		