

4th International Conference Language, Identity and Education in Multilingual Contexts (LIEMC)



University of Cyprus
19–20 October 2024



Welcome to LIEMC4

Welcome to the 4th International Conference on Language, Identity and Education in Multilingual Contexts (LIEMC4) at the Campus of the University of Cyprus in Nicosia.

This conference has attracted research-active scholars from different institutions around the world who have keen interests in multilingualism and multilingual education. The focus of the presentations will broadly be on all aspects and practices of bi-/multilingual speakers who cross existing social and linguistic boundaries, adopting or adapting their investigation to new and overlapping linguistic spaces.

LIEMC4 promises to be a very exciting event. The different sections of the conference, including the plenary keynotes, the thematic panels, and the oral and poster presentations cover the most salient topics of multilingual research. These are multiple language acquisition and learning (L3, L4, Lx); psycho- and neurolinguistics of multilingualism; CLIL and translanguaging; early childhood education and bilingualism; multilingual education and intercultural competence; language policies, pluriliteracy and issues of globalisation.

I wish you an inspiring conference and an enriching experience in Cyprus.

The MultiLingNet Community would like to thank the University of Cyprus and Open University in Cyprus for their hospitality.

On behalf of MultiLingNet, I would like to express our special gratitude to the Organising Committee for facilitating the organisation of this event.

Prof. Piotr Romanowski, PhD
Founder of MultiLingNet

Welcome to the University of Cyprus

The University of Cyprus and the Open University of Cyprus are honoured and delighted to host LIEMC4, the fourth in a series of conferences promoting exciting new approaches to multilingualism, language variation and educational linguistics. The research presented in the conference reflects the complex links between language, identities and education; these have been long acknowledged, but many questions relating to the place of diversity in language pedagogy, and pluri- or multilingualism, linguistic variation, translanguaging and alternative literacy practices, are as crucial as ever in the context of (forced) migration and the emergence of novel learner communities.

Current research in sociolinguistics and educational linguistics, informed by new epistemologies in the post- or de-colonial period, coupled with social and linguistic changes brought about by the new realities of globalization and migration, have changed the way we think not only about language teaching but also about language as a theoretical construct, leading to more nuanced theoretical approaches to the dynamic relationship between languages, varieties (or even codes and modes of representation), but also to 'language' as an aggregate of performances. The conference programme reflects the richness and diversity of the research presented as well as the meaningful traffic among theoretical assumptions and premises emerging from the lived realities of diversity, educational inclusion or exclusion, and the quest for equal and transformative literacy opportunities and educational and social justice.

We extend our gratitude to our plenary speakers for their epistemological vigilance, social engagement and educational commitment; for all of the above reasons, warmest thanks are due to our numerous participants, whose presence will make LIEMC4 an exciting forum of intellectual exchange. It goes without saying that this would have been possible without MultiLingNet, whose invaluable contribution is most gratefully acknowledged.

We would like to welcome you most warmly and wish you a fruitful conference and a very pleasant stay in this linguistically and culturally diverse island.

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KEYNOTE SPEAKERS



Sari Pietikäinen is a Professor of Discourse Studies at the University of Jyväskylä, Finland. Her research focuses on the power of discourse in revaluing natural resources, in knowledge production, and in the politics of language and identity. Applying multiple approaches, including assemblage ontology, nexus analysis, critical discourse analysis, and ethnography, she has led several international research projects examining shifts in language ideologies and identity categories and in revaluation of Arctic natural resources. In collaboration with stakeholders, she has developed various knowledge designs, such as science postcards and art-based conversation pieces, to engage various audiences in discussing research findings. She is a co-editor-in-chief for the *Journal of Sociolinguistics*.

Simona Montanari is a Professor in the Department of Child and Family Studies at California State University, Los Angeles. Her research, primarily funded by the National Institutes of Health, has focused on different language domains including speech perception and production, vocabulary, verbal morphology, narrative skills, and pragmatics in Spanish-speaking children growing up bilingually in the United States. Prof. Montanari is currently a Visiting Professor at Cardiff Metropolitan University, UK where she investigates bilingual children's speech sound articulation using ultrasound technology. In her early career, she was also involved in the creation of an Italian/English dual language program in the Glendale Unified School District (Los Angeles County) and has been studying its educational outcomes since its launch in 2009. Prof. Montanari received CSULA prestigious Outstanding Professor Award in 2021.



Ernesto Macaro is Emeritus Professor of Applied Linguistics at the University of Oxford in the Department of Education. Before becoming a teacher educator and researcher in language learning he was a language teacher for 16 years. His research has focused on second language learning strategies and on the interaction between teachers and learners. He now applies these foci to classrooms where academic content is being taught through English (English as a medium of Instruction). He has published widely on these topics.



Stavroula Tsiplakou is Associate Professor of Linguistics, Dean of the Faculty of Humanities and Social Sciences and Academic Coordinator of the M.A. Programme in Greek Linguistics and Literature at the Open University of Cyprus. She holds a Ph.D. in Linguistics from the School of Oriental and African Studies, University of London.

Prior to her appointment at the Open University of Cyprus in 2010 she taught at the University of Hull, at Simon Fraser University and at the University of Cyprus. Her research areas include pragmatics, sociolinguistics and educational linguistics. She has published widely on these areas in international journals. She has co-authored the national curricula for language in Cyprus and in Greece, and she has produced digital platforms for teaching Greek as a second language. She is a member of Polydromo, an academic and action group for multilingual education.



**LANGUAGE, IDENTITY AND EDUCATION IN MULTILINGUAL CONTEXTS
(LIEMC4) CONFERENCE PROGRAMME**

Venue: University of Cyprus, "XΩΔ01" Building (1st floor)
Address: 1 Panepistimiou Avenue, 2109 Aglantzia, Nicosia

Saturday, 19th October 2024

<p>Foyer 9:00-9:30 Registration</p>			
<p>Room 108 9:30-10:00 Opening</p>			
<p>Room 108 10:00-11:00 Sari Pietikäinen University of Jyväskylä, Finland <i>Entanglements between dialect, language and fish: Arctic Tornio River assemblage</i> Chair: Piotr Romanowski</p>			
<p>Foyer 11:00-11:30 Coffee Break</p>			
	<p>Room 101 Chair: Ioannis Karras</p>	<p>Room 102 Chair: Elena Ioannidou</p>	<p>Room 107 Chair: Spyros Armostis</p>
<p>11.30-12.00</p>	<p>Michael M. Kretzer <i>African multilingual realities and its reflection in education: English, "Global" and African languages and their related epistemologies and worldviews</i></p>	<p>Zhen Li & Aretousa Giannakou <i>Teaching Greek as a Foreign Language in Chinese universities: Navigating Chinese teachers' translanguaging spaces</i></p>	<p>Christine Paul <i>"A black hijabi - is that what defines me?" - A positive self by addressing stereotypes among multilingual female students</i></p>

12.00-12.30	<p>Susan Price <i>Unexpected multilingualism in Chinatown linguistic landscapes: a question of identity?</i></p>	<p>Therese Uppman <i>Conditional community at the Folk High School in relation to foreign-born, adult students' multilingual repertoires</i></p>	<p>Marilena Karyolemou <i>Prospects and challenges in collaborative research: The KARMELA project on the Armenian and Latin communities of Cyprus</i></p>
12.30-13.00	<p>Antri Kanikli <i>Language ideologies and minority language transmission: the case of Cypriot Maronite Arabic</i></p>	<p>Joanna Maryniak <i>Diachronic reconstruction of grassroots multilingualism</i></p>	<p>Sotiria Kalbeni, Evgenia Vassilaki & Eleni Gana <i>Multilingual inmate students' identities in two Greek prison schools: Constraints and possibilities</i></p>
<p>"Zorpas Restaurant" 13:00-14:00 Lunch Break</p>			
<p>Room 108 14.00-15.00 Simona Montanari California State University, Los Angeles, USA <i>Speech and Language Outcomes in Childhood Bilingualism: The Role of Child-Internal Factors and Sociolinguistic Variables</i> Chair: Ioannis Karras</p>			
	<p>Room 101 Chair: Sviatlana Karpava</p>	<p>Room 102 Chair: Antri Kanikli</p>	<p>Room 107 Chair: Emilia Wąsikiewicz-Firlej</p>
15.00-15.30	<p>Margherita Di Salvo, Maria Paola Noschese & Marta Maffia <i>Attitudes and uses of Ukrainian and Russian in Ukrainian heritage speakers in Naples (Italy)</i></p>	<p>Kathrin Brandt & Friederike Zahn <i>How Affective Factors Influence Metalinguistic Awareness in a Foreign Language</i></p>	<p>Yuliia Labetska & Marilena Karyolemou <i>Challenges in documenting an endangered Greek variety of Ukraine</i></p>

15.30-16.00	Fabienne Baidier & Sviatlana Karpava <i>The Linguistic Third Space: Investigating the Issue of Belonging to a Host Society</i>	Eszter Tarsoly & Jelena Čalić <i>Multilingualising "modern foreign languages": challenges of decolonisation for non-colonial languages</i>	Mirjana Čorković <i>Motivation and attitudes towards learning LCTLs: neighbouring, minority and endangered languages at university level in Serbia</i>
16.00-16.30	István Cserniczkó & Réka Máté <i>Competence Assessment among Students of Hungarian National Minority in Ukraine</i>	Artur Świątek <i>Hate speech in Polish and English based on survey and corpora studies</i>	Zehra Gabillon <i>Future language teachers' linguistic repertoires and complex linguistic experiences: The plurilingual French Polynesian context</i>
Foyer 16:30-17.00 Coffee Break			
	Room 101 Chair: Fabienne Baidier	Room 102 Chair: Evgenia Vassilaki	Room 107 Chair: Susan Price
17.00-17.30	Francesca Moro, Michelle Corotan & Gina Russo <i>Word order and voice in the language of Filipino heritage speakers in Italy</i>	Silvie Převrátlová & Kateřina Šormová <i>Adapting to Unprecedented Linguistic Diversity: The Evolving Identities of Czech Language Teachers</i>	Andrea-Beata Jelić & Ivana Franić <i>Are you multilingual? Exploring variables constructing multilingual identity: the case of Croatian adolescent learners</i>

17.30-18.00	<p>Kornélia Hires-László & Krisztián Váradi <i>Multilingualism of minorities – The problems of teaching the state language among Hungarians living in countries neighbouring Hungary</i></p>	<p>János Kapusi <i>Teaching Geography in foreign languages in Hungarian dual language education</i></p>	<p>Dimitra Dimitriou & Antri Kanikli <i>The impact of motivation on L2 segmental production: evidence from Cypriot Greek population</i></p>
18.00-18.30	<p>Marta Maffia, Margherita Di Salvo & Violetta Cataldo <i>The plurilingual repertoire of the Sri Lankan community in Naples: a sociolinguistic and acquisitional study</i></p>	<p>Andry Sophocleous <i>The Silver Lining among Storm Clouds: Insights into Vocational Students' Engagement in the TESOL Classroom</i></p>	<p>Masahiko Nose <i>Multilingualism in Papua New Guinea: a field study of Madang area</i></p>

Sunday, 20th October 2024

<p align="center">Foyer 9:00-10:00 Registration</p>			
<p align="center">Room 108 10:00-11:00 Ernesto Macaro University of Oxford, UK <i>Conceptualizing the field of English Medium Instruction Research</i> Chair: Spyros Armostis</p>			
<p align="center">Foyer 11:00-11:30 Coffee Break</p>			
	<p align="center">Room 101 Chair: Sviatlana Karpava</p>	<p align="center">Room 102 Chair: Emilia Wąsikiewicz-Firlej</p>	<p align="center">Room 107 Chair: Marilena Karyolemou</p>
<p align="center">11.30-12.00</p>	<p>Robert Mayr, Simona Montanari & Jeremy Steffman <i>Community language exposure affects voice onset time patterns in Spanish-English bilingual children and functional English monolingual children</i></p>	<p>Aleksandra Ita Olszewska <i>"I am from Islam and K-pop": Refugee-background students' identities and multilingual identities in becoming</i></p>	<p>Barbara Hofer <i>Developing multilingual agency and building multilingual identities in the minority context of South Tyrol</i></p>
<p align="center">12.00-12.30</p>	<p>Letizia Cerqueglini <i>Evidentiality in Northern Muṭallaṭ Arabic: A Cross-Generational Investigation of Multilingualism and Cognition</i></p>	<p>Łukasz Zarzycki <i>Language and Education Policies for Ukrainian refugees in Poland</i></p>	<p>Helena Kruger-Roux, Ignatius Ticha & Muhammad Nakhoda <i>Navigating Tensions: Aligning University Language Policies with the DHET Framework</i></p>

12.30-13.00	David M. Palfreyman <i>Linguistic correlates of dialogic talk in a translangual task</i>	Mark Logue <i>The Value of Societal Multilingualism</i>	Kosuke Nakashima <i>Revealing the Images toward 'Name' for English and Japanese Speakers through Language Expressions</i>
Foyer 13:00-14:00 Lunch Break			
Room 108 14.00-15.00 Stavroula Tsiplakou Open University of Cyprus, Cyprus <i>Harnessing Linguistic Landscapes for Critical Literacy: Lessons from Cyprus</i> Chair: Elena Ioannidou			
	Room 101 Chair: Antri Kanikli	Room 102 Chair: Spyros Armostis	Room 107 Chair: Andry Sophocleous
15.00-15.30	Emilia Wąsikiewicz-Firlej <i>Exploring Plurilingual Repertoires of Young Adults through Projective Techniques: Methodological Considerations</i>	Åsa Mickwitz <i>The Effect of Engagement and Second Language Anxiety on Study Success among Bilingual University Students</i>	Marilena Karyolemou, Yuliia Labetska, Stavroula Tsiplakou & Yulia Zharikova <i>"We have a kind of language that doesn't exist anywhere": Language ideologies and language use in a Ukrainian Rum digital forum</i>
15.30-16.00	Sviatlana Karpava & Elena Kaourani <i>Development of Young Learners' Multilingual Awareness, Multiliteracy and Multimodality</i>	Mohammad Zia <i>Unveiling the Impetus to Credibility Conundrum in ELT: NNESTs' Identities in the Face of Native Speakerism</i>	Sylvia Protopapa & Elena Ioannidou <i>Multilingual language practices in a Bulgarian complementary school in Cyprus</i>

16.00-16.30	<p>Valentina Del Vecchio, Valerio Pisaniello & Carmela Perta <i>Language Maintenance and Shift in Francoprovençal-speaking immigrant families from Apulia (Italy)</i></p> <p>ONLINE</p>	<p>Natasha Kennedy <i>The Polyglot Writer</i></p>	<p>Ideno Yukiko, Yamamoto Takashi & Kubota Harusuke <i>Language Proficiency and Social Integration: Addressing the Challenges Faced by Foreign Workers in Japan</i></p>
16:30-17.00	<p>Luca Iezzi, Valerio Pisaniello & Carmela Perta <i>Is Faetar changing? Analysis of Italian - Franco-Provençal contact</i></p> <p>ONLINE</p>	<p>Yasmin Shalhoub-Awwad & Nancy Joubbran-Awadie <i>The role of morphological distance in morphological awareness in Arabic diglossia: Insights from a longitudinal study (K – G3)</i></p> <p>ONLINE</p>	<p>Ronald Shabtaev, Sharon Armon-Lotem & Joel Walters <i>Is there a causal relationship between ethnic identity and language attitudes?</i></p> <p>ONLINE</p>
<p>17.00 Conference Closing</p>			

KEYNOTE SPEECHES

Sari Pietikäinen

University of Jyväskylä, FINLAND

Entanglements Between Dialect, Language and Fish: Arctic Tornio River Assemblage

In this talk, I explore the intricate connections between multilingualism, identity and ecological systems within the Tornio River basin. The Arctic Tornio River, flowing through the Finnish and Swedish Arctic region, serves as both a cultural and ecological nexus where the Sámi, Finnish, Meänkieli and Swedish dialects and languages of past, present and emerging communities intersect with the centuries-old Salmon fishing practices and modern nation state minority language policies. The river connects the diverse communities and their languages. At the same time, the climate change, which is four times faster in the Arctic than elsewhere, challenges traditions and reconfigures the existing relationships.

Furthermore, I will also discuss how these complex entanglements can be productively unpacked with the help of assemblage thinking by Deleuze and Guattari (1980/1987, see also Pietikäinen, forthcoming). Using Tornio River as an example, I explore how assemblage helps in expanding our focus from essences and layers to connections and lines and moving beyond binaries towards critical interactions and flows between material, discursive, and affective. This approach provides, I believe, an insightful way to engage with the questions related to multilingualism and identities across boundaries and spaces.

References:

Deleuze, G. & F. Guattari (1980/1987). *A thousand plateaus: Capitalism and schizophrenia*. Bloomsbury Academic.

Pietikäinen, S. (forthcoming). *Cold Rush. A Critical Assemblage Analysis of a heating Arctic*. Palgrave Macmillan.

Simona Montanari

California State University at Los Angeles, USA

Speech and Language Outcomes in Childhood Bilingualism: The Role of Child-Internal Factors and Sociolinguistic Variables

Both child-internal and external factors affect speech and language outcomes in bilingual development. Child-internal factors include the child's age, gender, L1 and/or L2 proficiency, and cross-linguistic relatedness among others. Child-external factors include language input, output and input diversity but also sociolinguistic variables such as language status, maternal education and maternal cultural orientation among others. This

talk summarizes the research I have conducted in the last two decades with Spanish/English bilingual preschool children (3- and 4-year-olds) growing up in Los Angeles. In the communities where these children are growing up, up to 80% of the population may speak Spanish; yet, this remains a minority language disfavored in the classroom and within a sociopolitical context that does not support bilingualism nor the maintenance of the heritage language. Children in this situation often undergo a dramatic transition from predominant Spanish exposure and use at home to English-only exposure in school and dominant language shift. My research focuses on speech perception and production as well on lexical and grammatical skills and language mixing in Spanish and English after preschool entry, highlighting the role of child-internal and external factors on speech and language outcomes in childhood bilingualism.

Ernesto Macaro
University of Oxford, UK

Conceptualising the Field of English Medium Instruction Research

There has been a global and rapid expansion of English-taught programmes (English Medium Instruction – EMI) in universities in non-anglophone countries. This expansion has been matched by an equally substantial growth in EMI research which has, over more than a decade, identified a number of important complexities, some of which will be outlined in this talk. Moreover, there is a continuing debate regarding where and how this EMI research is situated in the broader academic fields of Applied Linguistics and of Education. This presentation will therefore also provide comprehensive data of who is involved in EMI research and its relationship with research in English for Academic Purposes. It will conclude with a discussion as to the benefits of collaboration between all the stakeholders involved in EMI.

Stavroula Tsiplakou
Open University of Cyprus, CYPRUS

Harnessing Linguistic Landscapes for Critical Literacy: Lessons from Cyprus

This talk presents the linguistic landscape of the inner city of the divided capital of Cyprus, Nicosia, and it addresses the question whether linguistic landscapes can be capitalized on for pedagogical purposes (see, e.g., Shohamy, 2015), and specifically, for the purpose of honing critical literacy skills. The walls of the inner city of Nicosia are inscribed with an abundance of texts including political slogans, graffiti, stenciled images, etc. Previous work (Tsiplakou, 2023; Themistocleous, 2019; 2020) on texts that are generated ‘top-down’ and texts generated ‘bottom-up’ (Ben Rafael, 2009) has shown that the former are written in Standard Greek, the ‘H’ variety in the diglossic Greek Cypriot community (Hadjoannou et al., 2011), while in the latter the preferred choice is translanguaging (García & Wei, 2014; Gorter & Cenoz, 2015) between Standard and Cypriot Greek, the ‘L’ variety, as well as other languages, while ungrammatical structures

and subversion of orthographic conventions are frequent; such linguistic practices go hand-in-hand with subversive political content (antifascist, anti-nationalist, feminist, queer, immigrant-friendly, etc.; (cf. Canakis & Kersten-Pejanić, 2018). It turns out that critical literacy can be honed through the examination of linguistic practices outside of the school curriculum, and that these may reveal a latent linguistic and literacy capital which traditional school literacy typically ignores.

References

- Ben-Rafael, E. (2009). A sociological approach to the study of linguistic landscape. In E. Shohamy & D. Gorter (eds.) *Linguistic Landscape: Expanding the Scenery*, 40-54. Routledge.
- Canakis, C. & Kersten-Pejanić R. (2018). Spray-canned discourses: reimagining gender, sexuality, and citizenship through linguistic landscapes in the Balkans. In S. Goll, M. Mlinarić & J. Gold (eds.) *Minorities under Attack: Othering and Right-Wing Extremism in South-east European Societies*, 129-159. Harrassowitz.
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- Tsiplakou, S. (2023). Conflictual translanguaging in the linguistic landscape of a divided city. *Journal of Language Aggression and Conflict* 11. <https://doi.org/10.1075/jlac.00081.tsi>

Journal of Multilingual Theories and Practices



Editor

Piotr Romanowski *University of Warsaw, Poland*

Multilingualism is one of the most intensely investigated areas of applied linguistics today because of academic interest in globalisation and multilingual work environments. The ubiquity of multilingualism in private and public interaction is unprecedented worldwide. Multilingualism has become key to communicating effectively and functioning professionally in a global society.

Journal of Multilingual Theories and Practices is a peer-reviewed international journal that showcases diverse perspectives and methodologies in the research of multilingualism. Studies published in the journal are motivated theoretically, focused on significant issues, rigorous in both methods and argumentation. Manuscripts based on both theoretical and empirical investigations are welcome. Diligent peer review process ensures that each issue meets expectations for state-of-the-art, original research that furthers understanding of its subject.

Journal of Multilingual Theories and Practices serves a global readership and features investigations conducted by scholars who work in diverse contexts around the world. Regular features include: articles, special issues, and book reviews. The journal is published twice per year. Submissions are accepted in English.

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The editor invites manuscripts from diverse research and language communities to provide rich insights into the phenomena of bi- and multilingualism. The disciplinary spectrum may include linguistics, applied linguistics, psychology, neuroscience, sociology, and education. Topics of interest include early bi-/tri-/multilingualism, bi-/multilingual language development, education, competencies, literacy, identity, communities, work environments, later-learned additional languages, language maintenance and attrition. For more information, email the editor: JMTPeditor@equinoxpub.com



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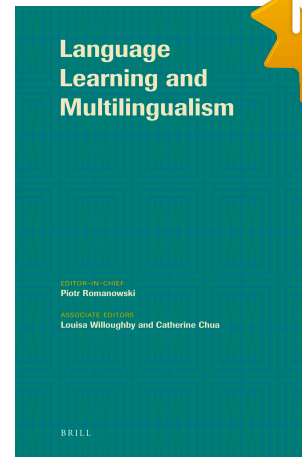
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Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines such as linguistics, psycholinguistics, sociolinguistics and education. The investigation of its manifold forms and language learning is an important field of research in applied linguistics. As multilingualism and linguistic diversity are perceived as increasingly advantageous globally, official policies emerge that aim to implement and increase demands for language learning and linguistic diversity.

Language Learning and Multilingualism is a series that puts consideration of learners' multilingual experiences, identities and competencies at the heart of studies of language education. The series takes an expansive view of language education and explores language learning across a range of formal and informal learning contexts. The series provides the latest study on language learning and multilingualism, and it is intended for academics, researchers, practitioners to present high-quality, original and state-of-the-art research describing theoretical and empirical aspects contributing to the advancement of our understanding of multilingualism and language education. As part of a commitment to broadening the horizons of the field, it particularly welcomes studies focused on lesser-taught languages, marginalised communities and/or emerging from the Global South.

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