IAS Invited Lecture Series in Bilingualism and Multilingualism

Theo Marinis is Professor of Multilingualism at the University of Konstanz and at the University of Reading. His research focuses on language acquisition and processing across populations of typically and atypically developing learners and aims to uncover the nature of language processing in typical and atypical language development. His research has been funded by research councils in the UK (Real-time processing of syntactic information in children with English as a Second Language & children with Specific Language Impairment), the Netherlands (Cross-linguistic study of the production and processing of grammatical morphemes in L2 children compared to children with Specific Language Impairment), and Germany (Non-Canonical Questions in Early and Late Bilingual Language Acquisition). As part of the COST Action IS0804 'Language Impairment in a Multilingual Society', he led the development of the LITMUS Sentence Repetition tasks for multilingual children across a large range of languages. He is currently coordinating the EU project 'The Multilingual Mind' that provides multi-disciplinary training on multilingualism to early-stage researchers in Europe. He is the Director of the Center for Multilingualism at the University of Konstanz.

We invite you to an open lecture

Prof. Theo Marinis
(University of Konstanz)

Multilingual child language acquisition: Comparing the development of the heritage and the majority language

to be held online on 28 April 2022, 5 pm CET.
This will be the seventh lecture of the IAS Invited Lecture Series in Bilingualism and Multilingualism organised by the Faculty of English and Bilingualism Matters@ Poznań in 2021-22, as convened by Prof. Magdalena Wrembel and Prof. Anna Ewert.

Everyone can attend, but the number of attendees is limited.
Please register at:
https://forms.office.com/r/UVGT4yHWAC

Abstract: Children who grow up speaking one language in the home (home or heritage language) that is different from the language of the society they live in (societal or majority language) are a very heterogeneous group in terms of language outcomes in the two languages. In this talk I will present results from our project "Non-Canonical Questions in Early and Late Bilingual Language Acquisition" that investigates how bilingual children acquire rhetorical questions (RQs) in Italian as a heritage language and German as a majority language. The presentation will focus on early bilingual children growing up in Germany and will address what cues they use when they interpret Italian and German questions. Are they able to use lexical-syntactic, phonetic and phonological cues equally well in both languages? Are there differences between their heritage language, Italian, and their majority language, German, and what role does the input play in their success?

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