



Report on conference presentations

Analysis of the conference presentations by members of EurofamNet

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This report is based on the analysis of the conference presentations by members of the **COST Action CA18123: The European Family Support Network. A bottom-up, evidence-based and multidisciplinary approach.**

It includes recent research presented by Cost Action members at international and national conferences in 2021-2022. These academic outputs reflect the contribution of the Cost Action members to the EuroFam and showcase good practices, theoretical and practical implications of the research being conducted by the network. In January-March 2022, all MC and WG members were asked to submit the relevant data regarding their research publications via the Cost Action Intranet <https://eurofamnet.eu/home>. The report was prepared based on the data submitted. Its preparation was discussed during the Management Committee Meeting of the COST Action CA1812, which took place on 28-30 June 2022, in Faro, Portugal. The first version of the report was prepared in September 2022. All the participants had the chance to provide feedback, suggest changes and to add information. The revised version of the report was prepared in October 2022.

Conferences

Members of the **COST Action CA18123: The European Family Support Network. A bottom-up, evidence-based and multidisciplinary approach** presented their research work at the following international conferences:

- *10th Ibero-American Congress of Qualitative Research*], Spain 13-16 July 2021
- *11th Qualitative Research Ibero-American Congress [11º CONGRESSO IBERO-AMERICANO EM INVESTIGAÇÃO QUALITATIVA]*, 12-15 July 2022 Online, University of La Coruña, Spain
- *12th Linguistic Landscape Workshop*, 1-3 September 2021, University of Gothenburg, Sweden
- *AILA 2021 Conference*, 15-20 August 2021, Groningen, the Netherlands
- *16th Conference of the European Scientific Association on Residential and Family Care for Children and Adolescents - EUSARF*, Zurich, Switzerland, 1-3 September 2021 (2)
- *1ª Convenção Psicologia UNorte*, Porto, Portugal, February 2022 (3)
- *26th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)*, 19-23 June 2022 On-site, Rhodes, Greece (2)
- *53rd Annual Meeting of the British Association for Applied Linguistics. Theme: "Challenges and Opportunities in Applied Linguistics"*, 9-11 September 2021, Northumbria University, UK
- *6th CLIC Conference Conference "After COVID: Language, Diversity, and Social Justice, the Center for Languages and Intercultural Communication at Rice University. Houston, Texas, USA*, June 18-19, 2021
- *6th International Conference: 'Crossroads of Languages and Cultures' (CLC6), Plurilingualism, Variation, Spaces of Literacy*, Cyprus, 2-5

September 2021 • *9th Annual Social Work and Social Care Research in Practice Conference*, 9th March 2022, Online, Virtual • *A European Family Support Network-EurofamNet [Symposium presentation]*, *XI Simpósio Nacional de Investigação em Psicologia*, Vila Real, Portugal. 21/06/2022, On-site, UTAD, Portugal • *A study with fathers and mothers in Portugal at the XVI Congreso Internacional Galego-Portugués de Psicopedagogía - III Congreso ACIP*, September 2021, On-site, Braga, Portugal and Online. • *AdoPt Project - Adoptive families' strengths, difficulties and service needs: A Portuguese follow-up study. [Poster presentation]* *International Conference on Adoption Research 7 (ICAR7)*, Italy, June 2021 • *AEA- EUROPE 2021: Assessment for Changing Times: Opportunities and Challenges*. Online, 2-5 November 2021 (2)

• *ALTAANZ/ILTA 2020*, 19 November 2020, Online • *Multilingualism on my mind*, 23 March 2021, Online • *American Association of Teachers of Slavic and East European Languages (AATSEEL)*, Philadelphia, PA, USA, February 17-20, 2022 • *Approaches to Migration, Language and Identity Conference*, University of Sussex, UK, 9-11 June 2021 • *CIPD Applied Research Conference*, UK, Online 26 January 2022 • *Conference "Family, Class, and Inequalities in Central and Eastern Europe"*, October 28-29, 2021, Vytautas Magnus University, Lithuania • *Conference on Language Teaching and Learning 2021*, Hong Kong, 19-20 June 2021 • *Convegno Nuovi orizzonti e vecchi problemi in materia di diritto minorile*, Rovigo, Palazzo Angeli, venerdì 18 marzo 2022 • *CyTEA Annual Conference: Language teaching and the pandemic: a shift to a new era?* 27th - 28th November 2021, Online. • *EADP Summer Tour 2021 on DEVELOPMENTAL TRENDS: CONCERNS AND OPPORTUNITIES*, Polish Association of Human Development Psychology, Poland, 10 September 2021 • *EADP Summer Tour 2021 on SOCIETAL CHALLENGES*, University of Applied Sciences Upper, Austria, 03 September 2021 • *EFL-AWARE Conference 2021*, 3-5 December 2022, Greece, Online • *Encontro Nacional com a Ciência e a Tecnologia*, Lisboa, Portugal June 28-30, 2021 • *European Social Services Conference*, 8th-10th June 2022, On-site, Hamburg, Germany • *ExLing 2021: 12th International Conference of Experimental Linguistics*, 11 - 13 October 2021, National and Kapodistrian University of Athens, Greece. • *IFTA World Family Therapy Congress*, EUA, January 2021 • *International Association for the Study of Child Language (IASCL) Conference*, July 15-23, 2021. USA (online) • *International Symposium on Bilingualism 13*, University of Warsaw, Poland July 9-14 2021. • *ISMBS2022 - International Symposium on Monolingual and Bilingual Speech*, 6-9 April 2022, Department of Communicative Disorders at the University of Louisiana at Lafayette (Université des Acadiens et Créoles), USA. • *ISPCAN, CISMAI and the Università degli Studi di Milano-Bicocca*, Italy, 10 June 2021 (3) • *IX Conference on Childhood Studies: Childhood and Time*, Finland, May 2021 • *LERC2021: "Teaching Beyond the Border: Variation, Innovation, Technology, Communication"*, Athens, Greece, 1-3-October 2021 • *Majority and Minority/Immigrant Speakers at the Conference on Multilingualism (COM2021)*, University of Konstanz, Germany, 23-25 June 2021 • *Manchester Forum in Linguistics (mFiL) – The*

University of Manchester, UK, 28-29th April 2022 • *MoMM 2021: Multilingualism on My Mind - Exploring Multilingualism in Education*. Online Conference, Bergen, Norway, March 18-19, 2021.

• *Multilingualism Online conference on the myth of monolingualism*. University of Cologne, Germany, 10-11 June 2021. • *National Research University Higher School of Economics*, Moscow, Russia, 12-14, April 2021. • *NEWCON2020: New Contexts for the Use of Minoritized Languages/Varieties*, University of Zadar, Croatia, May 26-28, 2021 • *NHLRC Heritage Language Research Institute*, June 7-10, 2021, University of North Carolina, USA • *Okinawa JALT: online Trends in Language Teaching 2022 (TLT2022) conference*, Japan, Sunday, 30 January, 2022 • *Ontwikkelings, Psychologie Conference 2022, 25 May 2022, On-site, University of Utrecht, the Netherlands* • *Phonology in Europe 2021 (PaPE in 2021)*, 21-23 June 2021, Universitat Pompeu Fabra and the Universitat de Barcelona, Catalonia, Spain • *Problems of Ontolinguistics – 2021*: April 13-15, 2021 • *SLA Graduate Student Symposium: Language, Culture, and Globalization: Transdisciplinary Perspectives*, April 1-2, 2022, University of Wisconsin–Madison, USA • *Slavic Linguistics Society (SLS 16) Conference*, Department of Linguistics at the University of Illinois at Urbana-Champaign, USA, September 3-5, 2021 • *Sociolinguistics Symposium 23*, 7-10 June 2021. The University of Hong Kong • *SUSTAINABLE MULTILINGUALISM 2021*, Kaunas, Lithuania, June 4-5, 2021 • *The Encontro Nacional com a Ciência e a Tecnologia*, Lisboa, Portugal, June 28-30, 2021 • *Virtual Conference. English Language Testing Society*, 15-16 October, 2021, Online • *XI Psychology Research National Symposium [XI Simpósio Nacional de Investigação em Psicologia]*, 20-22 June 2022, On-site, University of Vila Real, Portugal • *ISPCAN 2022*, Tallinn, Estonia 15 June 2022 (4) • *XI Simpósio Nacional de Investigação em Psicologia. Vila Real, Portugal, 20-22 Junho 2022, On-site, Vila Real, Portugal* (2)

The international conferences were organised in the following countries:

Australia (1), Austria (1), Croatia (1), Cyprus (2), Estonia (4), Finland (1), Germany (3), Greece (5), Hong Kong (2), Italy (5), Japan (1), Lithuania (2), Netherlands (2), Norway (1), Poland (2), Portugal (10), Russia (2), Spain (3), Sweden (1), Switzerland (2), UK (6), USA (8).

The researchers investigated the effect of parental maltreatment and neglect in relation to episodic memory and episodic foresight in middle childhood, episodic memory and temporal cognition in child's narrative, which is relevant to the WG3 objective. Adoptive families' strengths, difficulties and service needs is the focus of some presentations and result of the WG3 collaboration as well as evidence-based parenting, in particular fidelity and flexibility in real-world implementation, child welfare system, translational research challenges.

The researchers dealt with the effectiveness of a parenting intervention in family preservation and reunification, positive parenting approach to childhood overweight and obesity: long-term effects and underlying mechanisms. Child protective services in relation to executive functions in school-aged children, family therapy, digital delivery of group lifestyle triple P, implementation and evaluation of triple P interventions, protective services with referral to parent education programs are the topic of some presentations of the WG3 members.

Among the topics presented at the international conferences are effects of cumulative risk exposure on school-aged children's behavior and social skills, parenting practices regarding school-aged children's lifestyle behaviour problems, family support and child protective services especially regarding vulnerable children and families, parents' and children's biological stress, found to be adequately identified by hair cortisol concentration (HCC), measures on parenting behaviors, parental stress and competence, and proxy-report measures on children's behavior and social competence, child development and family well-being, the use of information and communication technology (ICT) to deliver parenting and mental health support services to families during the Covid-19 pandemic.

A lot of presentations promoted the aims and objectives of the European Family Support Network. The European Family Support Network (EurofamNet) is an evidence-based, multidisciplinary network of researchers, practitioners and policymakers funded as an Action (CA18123) under the COST programme. EurofamNet aims to create a pan-European family support network focused on family support policies and practices, reflecting on common goals among participating countries, recognizing the specific nature of families' cultural and socio-economic contexts. The Action aims to inform European and national policy-makers on family support practices with the ultimate aim of ensuring the rights and well-being of families and children. To achieve our goals, EurofamNet is building collaborations between researchers, professionals, policymakers, public and private agencies, families and society at large.

Some of the presentations were on mapping key actors in family support in Europe, quality standards in family support programmes, contributions from EurofamNet and advancement of a family support agenda at European level. The presentations are highly relevant to the Action and focused on EurofamNet progress in each of its areas, highlighting key findings and useful resources for conference delegates.

The authors have emphasized the role of parents' equal participation in childcare activities. Recently there has been some evidence that the equal sharing of childcare responsibilities among parents positively contributes to child cognitive development. Parent sharing of childcare responsibilities may serve as important mechanism for intergenerational transmission of disparities. The researchers explored whether the extent to which parents

equally share different childcare activities predicts child executive functions and school achievement.

The other topics presented at the international conferences are experiences of families during the confinement, changes in parenting during the pandemic, predictors of COVID-19 related stress among parents. During the COVID-19 pandemic, many parents had to reorganize their daily activities as they started working from home and their children switched to online classes. Changes in everyday life could endanger the well-being of parents and lead to higher levels of negative affect, changes in marital satisfaction or changes in the sharing of responsibilities related to childcare. The researchers investigated how different domains of parental wellbeing such as marriage satisfaction and experience positive and negative affect, and other family characteristics such as the division of childcare between parents predict COVID-19 related worry and perception of life deterioration due to the COVID-19 pandemic. The role of parenting skills and positive parenting as protective resources necessary for the stability and adjustment of the child and the well-being of the family has been highlighted.

Workforce skills used in family support, related to the WG4 output have been discussed during the presentations at international conferences. Family support services are characterized by a multiplicity of professionals with different backgrounds, and the required skills are not clearly defined. The researchers aimed to systematize the workforce skills in family support through the analysis of books and manuals. The procedures of a systematic literature review were adopted, and some online databases were used (Scientific Online Knowledge Library from Portugal; Google books; Macedonian National Library; and JSTOR digital library from the United States).

Fathering and emotional capital were the focus of various presentations. Emotional dimensions of family life and particularly parenting have also been a significant research focus for several decades. The researchers analysed parent's emotional investments and the transmission of different capitals through emotional work. Much attention has been paid to the relation of emotional capital and the reproduction of class. The link between class and emotional capital has been a significant research interest that demonstrated the relation between emotional capital and parenting styles. The researchers investigated family support and family foster care and family support services. They analysed the control by judges on the choices of social services and aimed at highlighting the importance of family support measures and analyzed the institution of family foster care.

The main topics of the survey and the focus group discussion concern users' level of information and access to services, ways of services' implementation, including case management, participant responsiveness, barriers encountered by professionals in providing services to families of vulnerable groups and way of integration between delivery organizations and local institutions. The main barriers encountered by the service providers include: financial

difficulties for families who have to pay for part of the service (incl. transport); discrimination against the needs of vulnerable families by state (municipal officers); and cultural specificities of families. Understanding the barriers and difficulties that prevent families from accessing and actively engaging in family services is the basis to develop strategies to improve and scale up services in order to assess a wide range of needy children and their parents.

Various presentations examined the issues of multilingualism, multilingual landscape, underlying language ideologies and commodification: linguistic landscape, language contact, variation and change: bilingualism and multilingualism, education, heritage language acquisition, maintenance and transmission, hybrid language Identity of the second-generation immigrants, sustainable multilingualism in EFL classrooms, second and foreign language acquisition, new contexts for the use of the minoritized language, the use of ICT in the foreign language teacher training course, reflection, professional development and underlying psychological dimensions of teaching, multilingualism and multimodality in ELF classrooms, diversity, equity and equality in EFL classrooms, digital literacy practices of the future EFL teachers in Cyprus, development of translanguaging pedagogical practice, relationship between e-Learning, assessment and feedback in the context of COVID-19, a hybrid teaching and learning during the pandemic, higher education: multilingualism, teaching, learning and assessment, inclusive education: peer assisted learning/mentoring, female leaders' experiences amidst the Covid-19 pandemic

The following research methods were implemented:

Mixed-methods, qualitative and quantitative analysis, websites content analysis, content analysis method, questionnaire, longitudinal research, a cross-sectional design, a randomized clinical trial, data collection at pre- and post-intervention, interviews, thematic analysis, a systematic review of all available evidence on evaluation strategies in family and parenting support programmes, a psychoeducational intervention programme, a pre-test-intervention-post-test design, focus groups, interviews, descriptive and frequency analysis of socio-demographic information, online and paper and pencil self-report questionnaires, descriptive and inferential statistics, the factorial structure of the parental burnout assessment scale, a systematic review, qualitative, quantitative and mix method studies on skills in practice of family support, needs analysis, a sequential strategy of mixed methodology in which different procedures in data collection (interview, questionnaire and discussion group) a needs assessment, judgment of experts, inter-observer reliability analysis and dimensionality analysis, quasi-experimental trial, the parenting interventions, longitudinal study, pre-test-post-test design, a mixed methods, content analysis, intervention, multi-method and multi-informant evaluation design, content analysis and a thematic analysis on several semi-structured interviews with mothers and fathers of children, multiple regression analyses, longitudinal study, cross-national study with multiple assessments, the exploratory statistical analysis, descriptive and frequency analysis, frequency and non-parametric analysis, biographical interviews.

The researchers are from the following countries:

Bulgaria (1), Croatia (2), Cyprus (26), Italy (2), Lithuania (1), Portugal (24), Spain (4), UK (5).

Themes of the research presentations

The most important/vivid/outstanding themes of the research presentations are:

Adoptive families' strengths, difficulties and service needs

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Barbosa-Ducharne, M., Soares, J., Baptista, J., Alves, D., Cruz, O., Abreu-Lima, I., Canário, C., and Magalhães, E.** presented on *AdoPt Project - Adoptive families' strengths, difficulties and service needs: A Portuguese follow-up study*. [Poster presentation] International Conference on Adoption Research 7 (ICAR7), Italy, June 2021 <https://convegni.unicatt.it/icar-about> The work relates to the objectives of WG3

Challenges and Opportunities of Online Teaching and Learning during the Pandemic

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Challenges and Opportunities of Online Teaching and Learning during the Pandemic* at the *CyTEA Annual Conference: Language teaching and the pandemic: a shift to a new era?* 27th - 28th November 2021, Online. <https://cytea.weebly.com/> Critical digital literacy/language awareness component should be included in teacher training programs (Young, 2014; Gorter and Arocena, 2020). This study investigates the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching, learning and assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism, critical digital literacy and inclusive teaching/learning/assessment and that they should be promoted. This is in line with the

previous research by De Angelis (2011), Heyder and Schadlich (2014), Otwinowska (2014) and Haukas (2016).

The Changing Linguistic Landscape of Cyprus: Multilingualism

Sviatlana Karpava (University of Cyprus) presented on: *The Changing Linguistic Landscape of Cyprus: Perceptions and Attitudes of Cypriot Population* at the *Sociolinguistics Symposium 23*, 7-10 June 2021. The University of Hong Kong <https://www.ss23hk.com/> The topic of linguistic landscapes (LLs) is very important in the area of sociolinguistics of multilingual societies (Wardhaugh & Fuller, 2015). A linguistic landscape reflects the underlying ideologies regarding languages and their speakers (Hélot et al., 2012), linguistic diversity, language statuses and perceived values (Stroud & Mpendukana, 2009). This study investigated multilingual LL of Cyprus by implementing an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert & Maly, 2016) in relation to multilingualism situation in the country as well as the perceptions and attitudes of Greek Cypriot population (100 participants: 47 males and 53 females, age: 18-62, from various socioeconomic and educational backgrounds; questionnaires and semi-structured interviews) towards multilingual LL, their feelings, emotions and experiences (Bevan, 2014; Merriam, 2009). We focused on the main shopping streets and highway/street billboards in our analysis. We used photographic material in our data collection — 4,200 photos of five geographical areas: Larnaca, Agia Napa, Nicosia, Limassol and Paphos. The photos were analysed and interpreted in terms of language, text, LL genre, placement and surroundings in line with the principles of the symbolic construction of the public space (Ben-Rafael et al., 2006; Ben-Rafael et al., 2010). It was found that although, an overall pattern of Cyprus LL is monolingual, with a prominent role of English, there is a tendency for the appearance of more bilingual and multilingual signs that are socially constructed and related to globalisation, customisation, language policy and identities, cultural and political ideologies. Greek Cypriots are aware about multilingualism in Cyprus. Most of the participants have a positive attitude towards multilingual LL on the island, though there are individual differences in terms of their reactions and evaluations of monolingual, bilingual and multilingual signs, language pairs and combinations.

Changes in parenting during COVID-19 pandemic

Ana Antunes (University of Madeira, Portugal) **Martins, S., & Almeida, A.** presented on: *Changes in parenting during COVID-19 pandemic: A study with fathers and mothers in Portugal* at the *XVI Congreso Internacional Galego-Portugués de Psicopedagogía - III Congreso ACIP*,

September 2021, On-site, Braga, Portugal and Online. https://congreso-xviqip.asocip.com/images/PDF/ATAS_XVI_CIGPP-2021.pdf The worldwide pandemic situation due to COVID-19 had diverse implications in the lives of families. In Portugal, after the first general confinement that was decreed in March 2020, the daily interactions and experiences of adults and children dominated the living space. Thus, the exercise of parenting also faced new dynamics and demands. This study aims to understand how the experience of confinement was associated with changes in which family functioning depends to a large extent on the way parenting is exercised. The participants were 1384 parents or caregivers (89.9% mothers) living with at least one child under the age of 18, which participated voluntarily and consented by responding to the invitation shared on social media (e.g., Facebook, WhatsApp). They responded in the online survey, formed by 5 scales regarding daily routines, co-parenting, communication and emotional regulation, social support networks and mood, indicating the degree of changes in family functioning associated with the exercise of parenting during the time in confinement. By controlling for the effect of the variables life cycle stage and employment status, the results (Two-Way Manova) show changes in parenting. The stage of the cycle and the teleworking condition seem to have effects on positive discipline, family involvement, parental role, parental alliance and agreement between spouses, emotional tension and sensitivity, and the perception of support from the informal network. The role of parenting skills and positive parenting as protective resources necessary for the stability and adjustment of the child and the well-being of the family is highlighted. This communication shows the confinement experience due to COVID19 lived by parents according to their employment statuses and the cycle stage of their children. This communication shows the confinement experience due to COVID19 lived by parents according to their employment statuses and the cycle stage of their children. This communication shows the confinement experience due to COVID19 lived by parents according to their employment statuses and the cycle stage of their children.

Child Protection for the Most Vulnerable Children and Families

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Canário, C., Byrne, S., Creasey, N., Cruz, O., Kodyšová, E., Kömürcü Akik, B., ... Leijten, P.** presented on: *Are online parenting interventions suitable for vulnerable families? A narrative review and preliminary data* In L. Jiménez (Org.), *Advancing a Family Support Agenda at European Level: Contributions from the European Family Support Network* [Symposium presentation]. *Child Protection for the Most Vulnerable Children and Families*, ISPCAN 2022, Tallinn, Estonia 15 June 2022, On-site Hotel Tallink SPA & Conference Hotel, Tallinn, Estonia. <https://www.ispcan.org/estonia-registration/?v=402f03a963ba> "The use of information and communication technology (ICT) to deliver parenting and mental health support services to families is not new, but has significantly increased during the Covid-19 pandemic.

Despite the many advantages acknowledged regarding the use of ICT in parenting support services (e.g., flexible scheduling and enhanced accessibility), its merit to support vulnerable families (i.e., families going through circumstances where there are risks to the wellbeing of children and families' members, such as those with low incomes, survivors from domestic violence, going through divorce, or enrolled with child protective services, among others) remains an issue for discussion. This presentation includes two studies. Study 1 presents findings from a narrative review by members of the Working Group 3 of the Cost Action EurofamNet (CA18123) to illustrate the diverse ways in which ICT is being used across Europe to provide family support to different populations. In the review, a distinction is made between the use of ICT in professional-led and peer-led support, implementation examples with vulnerable families from across Europe are presented, and potential advantages and disadvantages discussed. Study 2 presents preliminary findings of a quasi-experimental study comparing different formats (in-person, through videoconference, or in a combination of both) of an evidence-based parenting intervention versus control (i.e., individual professional-led parenting support sessions) for parents referred to parenting support services in community-based settings by the Portuguese child protective services. Differential outcomes by delivery methods for parent and child mental health (parent's stress, anxiety and depression, child's stress) and behavior (parenting behaviors, styles, and sense of competence, and child's behavior and social competence) will be presented. To conclude the presentation, the main developments and challenges related to the use of ICT in parenting support for vulnerable families will be presented to guide decision-making as to when and how ICT can be used to optimize parenting support, as well as critical reflections and essential next steps for future research. The work is aligned with the objectives of WG3.

Child Protective Services

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Salomão, C., Canário, C., and Cruz, O.** presented on: *Episodic Foresight and Executive Functions in School-aged Children Followed by Child Protective Services: A research protocol* at the 1ª *Convenção Psicologia UNorte*, Porto, Portugal, February 2022 [https://www.psi.uminho.pt/pt/unorte/Documents/Programa%201%C2%AA%20Conven%C3%A7%C3%A3o%20Psicologia%20UNorte%20\(completo\).pdf](https://www.psi.uminho.pt/pt/unorte/Documents/Programa%201%C2%AA%20Conven%C3%A7%C3%A3o%20Psicologia%20UNorte%20(completo).pdf) The work related to the objectives of WG3.

Child Welfare System: Evaluating the Influence of an Evidence-based Parenting Program

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Pinto, R., Canário, C., Rodrigo, M.J., and Cruz, O.** presented on: *The families' trajectories in the Child Welfare System: evaluating the influence of an evidence-based parenting program*. [Poster presentation] at the *ISPCAN European Congress*, Milan, Italy, June 7-11, 2021, Online <https://www.ispcan.org/wp-content/uploads/2021/06/Ex-Ordo-milan2021-Detailed-Programme-8th-June-2021.pdf?v=402f03a963ba> The work related to the objectives of WG3.

Children's perspective on parental maltreatment

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal) **Salomão, S., Canário, C. and Cruz, O.** presented on *Children's perspective on parental maltreatment: a study of children's episodic memory and episodic foresight*. [Poster presentation] at the *16th Conference of the European Scientific Association on Residential and Family Care for Children and Adolescents - EUSARF*, Zurich, Switzerland, September 1-3 September, 2021. <https://eusarf2021.ch/programme/>

Development of Translanguaging Pedagogical Practice

Sviatlana Karpava (University of Cyprus) presented on *Development of translanguaging pedagogical practice in Cyprus* at the *AILA 2021 Conference*, 15-20 August 2021, Groningen, the Netherlands. <https://www.aila2021.nl/> This study investigates translanguaging practices of Russian-CG bilingual children at home, school and in the society. Classroom observations showed that their children, students in bilingual Russian-Cypriot Greek classes alternate languages. Russian-speaking teachers also code-switch and use society dominant language, Greek, in order to make meaning comprehensible for Russian heritage students. According to Lewis et al. (2012), translanguaging is the use of one language in order to reinforce the other and to facilitate the learning of both languages of a bilingual. Translanguaging is beyond code-switching and translation, it is focused on flexible bilingualism and multiple discursive practices (Garcia, 2009; Blackledge and Creese, 2010). Translanguaging takes heteroglossic and dynamic perspective on bilingualism and suggests that a bilingual person has one integrated linguistic system (Bailey, 2007; Garcia, 2009; Garcia and Li Wei, 2014; Otheguy et al., 2015; Garcia and Lin, 2016). This study investigates translanguaging practices of Russian-CG bilingual children at home, at school and in the society. We observed teaching sessions (1.5 hour each) of the Russian language classes at Russian Saturday school in Larnaca, Cyprus (ethnic community complementary school). Observations took place throughout the year at 4 classes (15 students in each): 1st, 4th, 5th and 6th grades. Four teachers, Russian heritage speakers,

were interviewed as well regarding their translanguaging practices/ instructional strategies in class in line with Palmer et al. (2014), Garcia and Li Wei (2014), Cenoz and Gorter (2015). Classroom observations showed that their children, students in bilingual Russian-Cypriot Greek classes alternate languages. Russian-speaking teachers also code-switch and use society dominant language, Greek, in order to make meaning comprehensible for Russian heritage students. Usage of Greek scaffolds teaching of the Russian language in Russian heritage classes. This is in line with previous findings of Lin and Martin (2005). Arthur and Martin (2006) call this practice 'pedagogic validity of code-switching.' The teachers consider translanguaging pedagogical practice (Williams, 1994) or translanguaging pedagogy (Blackledge and Creese, 2010) very effective in bilingual education. It allows to create translanguaging space, facilitates interaction of bilingual/multilingual individuals (Creese and Li Wei, 2011) and full use of their linguistic repertoire (Garcia and Lin, 2016).

Digital Literacy Practices of the Future EFL Teachers in Cyprus

Sviatlana Karpava (University of Cyprus) presented on *Digital Literacy Practices of the Future EFL Teachers in Cyprus* at the 2nd International Conference on Language Teaching and Learning 2021, Hong Kong, 19-20 June 2021 (online). <https://www.eduhk.hk/ele/ital2021> With rapid changes in information and communication technologies (ICT), teachers need to develop digital literacy, to have a critical approach to the use of various platforms and tools in a safe, productive and efficient way (Dudeny and Hockly, 2016; Akayoğlu et al., 2020). Universities play a key role in supporting in-service and pre-service teachers regarding their professional development, especially in the new digitally-mediated social environment that has been created after the outbreak of corona virus disease (COVID-19) (Dooly and O'Dowd, 2012; Godwin-Jones, 2015). This study investigated the issues of student engagement in on-line environment, their attitudes towards Information and Communication Technology (ICT), their digital literacy practices, the development of cognitive, social and self-directed learning skills of students, future EFL teachers, during a teaching methodology, teaching practicum course. The participants were 40 university students. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The on-line sessions via Microsoft teams were recorded and observed regarding the frequency, quantity and quality of students' participation in discussions, question-answer sessions and blogging via Blackboard. We also investigated the attitudes of the students (via questionnaires) towards e-learning and the use of digital tools. The analysis of the data showed that overall students have a positive attitude towards e-learning but they prefer either blended learning or face-to-face learning, especially in a post-COVID time. The students tend to use written mode of communication rather than oral. They believe that digital literacy practices facilitate their development as teachers and practitioners via creating on-line community in a user-friendly way. The students have the opportunity to interact more with their peers and the

tutor, express their views, exchange ideas, gain new knowledge and experience, increase the level of their digital competence, especially in the current COVID situation.

Diversity, Equity and Equality in EFL Classrooms

Sviatlana Karpava (University of Cyprus) presented on *Diversity, Equity and Equality in EFL Classrooms: Issues of Multilingualism, Inclusive Teaching, Learning, Assessment and Critical Digital Literacy* at the 6th CLIC Conference Conference “After COVID: Language, Diversity, and Social Justice, the Center for Languages and Intercultural Communication at Rice University. Houston, Texas, USA, June 18-19, 2021. <http://aftercovid.rice.edu/> Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). Students can be autonomous learners, but educational institutions can help them to construct knowledge via guidance and assistance of the teachers and experts (Benson and Brack, 2009; Andrade, 2015), by creating a welcoming learning environment that recognises diversity, equity, equality and inclusion based on its structures, practices and attitudes. The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning, teaching and assessment have been playing a significant role. Digital technologies in higher education facilitate the learning/teaching/assessment process, creating a student-centred environment (Johnson et al., 2016). According Alexander et al. (2017) and Wineburg et al. (2016), teachers need to develop digital literacy as e-learning cannot take place without e-teaching/assessment. Both teachers and students should have relevant training and support in order to use new technologies in an efficient and effective way (Gradinarova, 2015). On-line environments can trigger effective collaboration among teachers, which allows them to exchange ideas, to implement innovative, student-centred teaching methods (Slavit et al., 2011) and to improve their motivation and self-efficacy (Wigglesworth, 2011), to facilitate teacher professional learning inspired by planning, preparation and inclusive approach to learning, teaching and assessment (Attard and Shanks, 2017). Inclusive teaching, based on the principles of diversity, equity and equality, collective responsibility, enriched by the varied backgrounds, experiences, learning needs and preferences of students, accessible methods of delivery, enhances the development of classroom community, increases the opportunities for the students to collaborate (Florian, 2014) and have better academic progress and achievements (Pufpaff et al., 2015). Collaboration is integral to the inclusion of students, especially students with special educational needs (Florian and Spratt, 2013), based on intentional learning (Ní Bhroin, 2017). This study investigates the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital

literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching, learning and assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and inclusive teaching/learning/assessment and that they should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

Development of Bilingual children

Sviatlana Karpava (University of Cyprus) with **Olga Nenonen**, **Natasha Ringblom** presented on: *What and how accentuate bilingual children in Finland, Sweden and Cyprus?* at the *Problems of Ontolinguistics – 2021: The language system of a child in monolingual and multilingual settings* organized by the Children's Speech Laboratory (The Herzen State Pedagogical University of Russia) and by the Department of the Theory of Grammar (Institute for Linguistic Studies, Russian Academy of Sciences), April 13-15, 2021 (online) <https://www.herzen.spb.ru/announce/13-4-2021>

Digital Delivery of Group Lifestyle Triple P

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal) and **Canário, C.** presented on: *A case study on the digital delivery of Group Lifestyle Triple P* at the 2021 *IFTA World Family Therapy Congress, EUA, January 2021* Online <https://www.ifta-familytherapy.org/conferences.php> The work related to WG3. The study describes the adaptation and feasibility of an ebpi to be delivered online.

Education: The Use of Translanguaging - Inclusive Multilingual Approach

Eleni Meletiadou (London Metropolitan University, UK) presented on *Using translanguaging and English as a Lingua Franca to promote an inclusive multilingual approach towards comprehension in asse* at the *AEA-Europe Conference, 2-5 November 2021*, Online https://2021.aea-europe.net/wp-content/uploads/2021/10/AEA_FINAL-PROGRAM-2.pdf Every

year, Higher Education Institutions in the UK welcome thousands of students from various countries who predominantly speak English as a second or foreign language. These learners often complain that they would have performed better in their exams and coursework if their lecturers had provided them with instructions for their tasks in their native language in addition to the target language (English). Inclusive multilingual assessment and the use of English as a Lingua Franca (ELF) have attracted considerable attention lately challenging the monolingual tradition in language and English as a medium for instruction (Björkman, 2011; Kaur et al., 2017; May, 2014; Murata, 2018). Translanguaging presents a new perspective as it encourages multilingual contributions from learners aiming at fluency rather than accuracy and promotes the use of English as a Lingua Franca (ELF) liberating international students in HE (Caruso, 2018; Mazak & Carroll, 2016). The multilingual approach towards comprehension in assessment focuses on the presumption that multilingual learners may face incredible challenges when they are assessed through the English language which is their second or even third language. De Backer, Slembrouck and Van Avermaet (2016) and Menken and Shohamy (2015) also stress the challenges of assessing content using exams with instructions in the target language. Shohamy (2011) reports a study in which students who received multilingual instructions achieved better scores than those who received instructions in the dominant language. The current study employed a mixed-methods approach using classroom observations, students' anonymous learning journals, focus group discussions and pre- and post-tests to explore the impact of translanguaging and ELF on students' writing performance when a multilingual approach towards comprehension in assessment is used with learners in Higher Education. The findings indicated that students had a very positive attitude towards the multilingual approach towards comprehension in assessment, translanguaging and ELF as they facilitated content and language learning and enhanced students' intercultural awareness. The current study concludes by presenting implications of the study findings for management education, inclusive educational assessment, and language learning encouraging further experimentation with inclusive multilingual assessment, translanguaging and ELF in HE. Finally, the chapter argues that monolingual ideologies should be abandoned due to the increasing drive towards globalization in HE. It explores how we can support multilingual learners in HEI amidst the Covid-19 pandemic. It explores how we can support multilingual learners in HEI amidst the Covid-19 pandemic.

The Effectiveness of a Parenting Intervention in Family Preservation

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal) **Canário, C., Abreu-Lima, I., Salomão, S., Barbosa-Ducharne, M., Henriques, M., Lemos, M., & Cruz, O.** presented on: *Assessing the effectiveness of a parenting intervention in family preservation and reunification* at the *16th Conference of the European Scientific Association on Residential and Family Care for Children and Adolescents - EUSARF*,

Zurich, Switzerland, 1-3 September 2021 <https://eusarf2021.ch/programme/> The work related to the objectives of WG3.

Effects of Cumulative Risk Exposure on School-aged Children's Behavior and Social skills

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Canário, C., Salomão, S., Ferreira-Santos, F., & Cruz, O.** presented on: *Effects of cumulative risk exposure on school-aged children's behavior, social skills, temperament, and cognitive function* at the *EADP Summer Tour 2021 on SOCIETAL CHALLENGES*, University of Applied Sciences Upper, Austria, 03 September 2021, On-site, University of Applied Sciences Upper, Austria. https://www.fh-ooe.at/fileadmin/user_upload/fhooe/ueber-uns/kongresswesen/2021/EADP2021/docs/fhooe-EADP2021_AbstractBooklet_2021 The work related to the objectives of WG3

Effects of parental maltreatment and neglect

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Salomão, S., Canário, S., & Cruz, O.** presented on *Episodic memory and episodic foresight in middle childhood: Effects of parental maltreatment and neglect* [Poster presentation] IX Conference on Childhood Studies: Childhood and Time, Finland, May 2021 Online <https://events.tuni.fi/childhood-2020/> The work related to the objectives of WG3.

L2 English request strategies, request perspective, internal and external modification

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *(In)directness of L2 English request strategies, request perspective, internal and external modification* at the *ExLing 2021: 12th International Conference of Experimental Linguistics*, 11 - 13 October 2021, National and Kapodistrian University of Athens, Greece. <https://exlingsociety.com/exling-2021/home-2021.html> Request speech acts and mitigating strategies in L1 and L2 have been widely and thoroughly studied across languages and cultures revealing cross-linguistic differences (Blum-Kulka and Olshtain, 1984; Economidou-Kogetsidis, 2008, 2009, 2012, 2013; Ruiz de Zarobe and Ruiz de Zarobe, 2012; Webman Shafran, 2019). Appropriate use of the request form in a social context depends on such factors as L1, culture, age and gender of the interlocutors, social distance and power relations as well as the degree of imposition. Native speakers acquire pragmatic competence subconsciously through exposure to native language from birth, which is not the case with L2 learners who need to put a conscious effort in order to learn pragmatic rules in L2 (Blum-Kulka, 1982; Bardovi-Harlig and Hartford, 1990; Trosborg, 1995; Nelson et al., 2002;

Webman Shafran, 2019). This study aimed to investigate (in)directness of L2 English request strategies used by L1 CG undergraduate students, request perspective as well as internal and external modification and whether they are affected by the type of the task: oral vs. written along with power and social distance variables. The focus was on their pragmatic behaviour and interactional practices in different social settings and possible transfer from L1 CG into L2 English (Taguchi and Roever, 2017; Ogiermann and Bella, 2020). The participants of the study were 80 Greek Cypriot (CG) first year undergraduate students (17-25 years old, 44 male and 36 female, normal speech and hearing), who were learners of L2 English at a private, English-speaking university in Cyprus. Their L2 English proficiency was from low intermediate to advanced (5-9 IELTS scores, Mean 6.5). The pragmatic tests based on the Speech Act Theory (Austin, 1962) as a theoretical framework: discourse completion task and multiple-choice questionnaire) adapted from Rose (1994) were implemented in the research. In addition, an oral role-play task was used in order to assess L2 learners' pragmatic competence in oral discourse. The tasks had four conditions regarding power and distance variables: [+social distance, status equals], [-social distance, status equals], [+social distance, hearer dominance] and [-social distance, hearer dominance]. The linguistic (socio-economic) background questionnaires were used as well. The results showed that the participants had a tendency to use conventionally indirect strategy more than other strategies in all three tasks, which supports the idea of centrality of conventionalization in politeness, which is in line with the frequency-based or habit-based account of politeness and conventionalization that is related to inherent evaluation of the expression, the context and "meta-knowledge about not what expressions mean but how often they mean that." (Terkourafi, 2015: 17). The participants had an overall strong preference for the hearer perspective due to a possible L1 transfer from CG in terms of pragmatic knowledge and preferred perspective. The findings of our study give a further evidence in support of the general pattern of the underuse of lexical modifiers by L2 English learners in comparison to native English speakers (Faerch and Kasper, 1989; Trosborg, 1995; Economidou-Kogetsidis, 2008, 2009; Wigglesworth and Yates, 2011; Hassall, 2001, 2012; Göy et al., 2012).

Experiences of Families during the Confinement (COVID 19)

Ana Antunes (University of Madeira, Portugal), **Magalhães, L., Nascimento, C., Antunes, A. P., Martins, S., Yunes, M. A. M., & Almeida, A.** presented on: *Perception of Impressive Experiences During the Confinement on Portuguese and Brazilian Families: A Qualitative Study* at the 10^o Congresso Ibero-Americano em Investigação Qualitativa [10th Ibero-American Congress of Qualitative Research], 13-16 July 2021, Online <https://ciaiq.ludomedia.org/congressos-anteriores/> The current pandemic situation due to COVID-19 has constrained confinement measures, which changed family routines, leading to adjustments of parental practices. In this context of balance between tension and support, the

present study aimed at analyzing the perception of impressive experiences during the confinement in family life in Portugal and Brazil. As part of a broader research, it was applied an online questionnaire with questions about sociodemographic data and an open question focusing on important events in the family life during the lockdown period. Answers to the question were analyzed from 280 fathers and mothers in Portugal and 94 in Brazil using the grounded theory principles. The coding of the collected responses proceeded systematically from an initial open to axial categories, aided by the QSR N'Vivo software, version 12 for Mac. Multiple steps were used to the trustworthiness of the study. It was found, in both countries, despite the differences in confinement time between respondents and cultural differences, that the confinement experience brought difficulties and gains for the Brazilian and the Portuguese families. The difficulties were referred to changes in family organization and consequences on the physical and mental health of its members. Related to gains, confinement allowed a greater coexistence and the re-signification of family dynamics, with gains being identified in proximal relationships with the children, between the couple, and among family members in general. Positive repercussions on personal life were also reported. The results indicate the need of parenting support and strengthening of family and parental resilience. The communication reveals the perceptions of impressive experiences during the confinement in family life in Portugal and Brazil. So, parenting and family are crucial topics in the article. The study reveals the perceptions of impressive experiences during the confinement in family life in Portugal and Brazil. The study reveals the perceptions of impressive experiences during the confinement in family life in Portugal and Brazil.

The European Family Support Network

Cristina Nunes (Universidade do Algarve, Portugal), **Cristina Nunes, Orlanda Cruz, Ana Almeida, and Marisa Matias** presented at *A Rede Europeia de Apoio à Família (EurofamNet)* at the *XI Simpósio Nacional de Investigação em Psicologia. Vila Real, Portugal, 20-22 Junho 2022*, On-site, Vila Real, Portugal. <http://appsicologia.org/Snip/?fbclid> The European Family Support Network (EurofamNet) is an evidence-based, multidisciplinary network of researchers, practitioners and policymakers funded as an Action (CA18123) under the COST programme. EurofamNet aims to create a pan-European family support network focused on family support policies and practices, reflecting on common goals among participating countries, recognizing the specific nature of families' cultural and socio-economic contexts. The Action aims to inform European and national policy-makers on family support practices with the ultimate aim of ensuring the rights and well-being of families and children. To achieve our goals, EurofamNet is building collaborations between researchers, professionals, policymakers, public and private agencies, families and society at large. To be more effective, we aim to establish a supranational network that can provide policy advice at the European level, but rooted in experiences at the

national level, with mutual influence between the European and national levels. In this communication we will describe the way in which we are organized, the working groups created, their main objectives and the results achieved so far. This communication presented eurofamnet in Portugal at a national psychology congress level.

A European Family Support Network

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Canário, C., Byrne, S., Creasey, N., Kodyšová, E., Kömürçü Akik, B., Lewandowska-Walter, A.,... Leijten, P.** presented on *Uma revisão da literatura sobre a utilização de tecnologias da informação e comunicação na intervenção com famílias na Europa*. In O. Cruz (Org.), *O Apoio à Família e à Parentalidade - A European Family Support Network-EurofamNet* [Symposium presentation], XI Simpósio Nacional de Investigação em Psicologia, Vila Real, Portugal. 21/06/2022, On-site, UTAD, Portugal http://appsicologia.org/Files_xSnip/LivroResumos_XISNIP_2022.pdf the symposium presented the action.

A European Family Support Network

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Cruz, O.** presented on *O Apoio à Família e à Parentalidade - A European Family Support Network-EurofamNet* at the *Simpósio organizado no âmbito do XI Simpósio*, XI Simpósio Nacional de Investigação em Psicologia, 21 June 2022, On-site, UTAD, Portugal http://appsicologia.org/Files_xSnip/LivroResumos_XISNIP_2022.pdf The work presented the work of the action to an audience of Portuguese researchers

An evidence-based parenting program in real-world

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Pinto, R., Canário, C., and Cruz, O.** presented on: *Tackling translational research challenges: evaluation of the sustained use of an evidence-based parenting program in real-world* [Poster presentation] *Ciência 2021* at the Encontro Nacional com a Ciência e a Tecnologia, Lisboa, Portugal June 28-30, 2021, Online https://www.fct.pt/noticias/index.phtml.pt?id=664&/2021/6/Encontro_Ci%C3%A2ncia_2021_dias_28,_29_e_30_de_junho The work relates to the objectives of WG3.

Evidence-Based Parenting

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Pinto, R., Canário, C. and Cruz, O.** presented on: *Keeping It Balanced: Fidelity and Flexibility in Real-World Implementation of an Evidence-Based Parenting* at the 1ª *Convenção Psicologia UNorte*, Porto, Portugal, February 2022, On-site, FPCEUP, Portugal [https://www.psi.uminho.pt/pt/unorte/Documents/Programa%201%C2%AA%20Conven%C3%A7%C3%A3o%20Psicologia%20UNorte%20\(completo\).pdf](https://www.psi.uminho.pt/pt/unorte/Documents/Programa%201%C2%AA%20Conven%C3%A7%C3%A3o%20Psicologia%20UNorte%20(completo).pdf) The work relates to the objectives of WG3.

Family support services

Tatyana Kotzeva (Burgas Free University, Bulgaria), **Krasimira Mineva, Milen Baltov** presented on: *Parents are very enthusiastic, but when it comes time for work – they pull back’. Family support services with elements of soci* at the *ISPCAN Congress Estonia 2022*, 13-16 June 2022, Tallinn, Estonia <https://estonia2022.exordo.com/programme/presentation/249> The main aim of the presentation is to review the key challenges in effectively delivering family services to vulnerable families in Bulgaria. The analysis is based on a mix-method survey that includes: 1. Online survey with 40 organizations (NGOs) providers of services with a focus on family support services in Bulgaria; 2. Interviews with 15 professionals from these organizations; 3. In-depth group discussion with the services providers from the Community Center for Early Childhood Development and Parental Support "Nadezhda" in the town of Burgas. The main topics of the survey and the focus group discussion concern users' level of information and access to services, ways of services' implementation, including case management, participant responsiveness, barriers encountered by professionals in providing services to families of vulnerable groups and way of integration between delivery organizations and local institutions. The main barriers encountered by the service providers include: financial difficulties for families who have to pay for part of the service (incl. transport); discrimination against the needs of vulnerable families by state (municipal officers); and cultural specificities of families. Understanding the barriers and difficulties that prevent families from accessing and actively engaging in family services is the basis to develop strategies to improve and scale up services in order to assess a wide range of needy children and their parents. The presentation concerns delivery of family support services to vulnerable children and families in Bulgaria that is relevant to the aims of the EuroFamnet Action.

Family Support: Family Foster Care

Arianna Thiene (University of Ferrara, Italy) presented on *Allontanamenti e affidamenti familiari: il ruolo dei servizi sociali* at the *Convegno Nuovi orizzonti e vecchi problemi in materia di diritto minorile*, Rovigo, Palazzo Angeli, venerdì 18 marzo 2022 ore 14 e 30, organizzato dal Dipartimento di Giurisprudenza, in collaborazione con l'Ordine degli Avvocati di Rovigo, con il patrocinio dell'Associazione Pedagogica Italiana e dell'Unione Nazionale Camere Minorili. venerdì 18 marzo 2022 ore 14 e 30, On-site, University of Ferrara, Rovigo, Italy <https://www.unife.it/it/eventi/2022/marzo/nuovi-orizzonti-diritto-minorile> The presentation analyzes the control by judges on the choices of social services. The presentation is aimed at highlighting the importance of family support measures and analyzes the institution of family foster care.

Family Support Measures

Arianna Thiene (University of Ferrara, Italy) presented on: *Allontanamenti dei bambini e il nuovo art. 403 cod. Civ* at the Seminario di studi Dove va il diritto della Famiglia? Spunti di politica del diritto, organizzato nell'ambito del Corso di Dottorato in Diritto internazionale e diritto privato e del lavoro dell'Università di Padova venerdì 8 aprile 2022, Venerdì 8 aprile 2022. On-site University of Padova https://www.spqi.unipd.it/sites/spqi.unipd.it/files/Calendario_Didattica_Dottorato2021_2022.pdf

The presentation analyzes the new text of art. 403, introduced by law 206/2021 and aimed at ensuring timely control by judges on the choices of social services. This is an important change in the direction of the best interests of the child. The presentation is aimed at highlighting the importance of family support measures and analyzes the institution of family foster care.

Fathering: Emotional Capital

Arturas Tereskinas (Vytautas Magnus University, Lithuania) presented on: *Emotions make Lithuanian fathers: emotional capital and its practical uses in fathering* at the Conference "Family, Class, and Inequalities in Central and Eastern Europe", October 28-29, 2021, Vytautas Magnus University, Lithuania. http://kartosirseimos.lt/wp-content/uploads/2022/05/Abstracts_09_30.pdf Emotional dimensions of family life and particularly parenting have also been a significant research focus for several decades. The researchers analysed parent's emotional investments and the transmission of different capitals through emotional work. Much attention has been paid to the relation of emotional capital and the reproduction of class. The link between class and emotional capital has been a significant research interest that demonstrated the relation between emotional capital and parenting styles. An interest in the emotional side of parenting has also been prompted by feminist theories that

challenged the gendered division of emotional work. In continuing the tradition of qualitative research on the emotional dimension of parental involvement in childrearing, this presentation examines Lithuanian fathers' emotional capital and its practical uses. How do men activate their emotional resources in facilitating close relationships with their children? What types of emotional investment do fathers favour? How do fathers' perceptions of father-child relationships, including emotional sharing, close everyday interactions, and involvement in mutual activities, affect emotional capital? I will demonstrate how fathers mobilise emotional capital and manage their emotions in their fathering practices by answering these questions. The presentation focuses on fathers' emotional capital and their use of emotions in childrearing. It is relevant in devising policy measures that encourage fathers' greater involvement in childrearing.

Family support workforce skills

Ana Antunes (University of Madeira, Portugal), **Irena Avirovic Bundalevska**, **Makedonka Rudolovic** presented on: *Family support workforce skills: Contributions of a review of books and manuals* at the 11th Qualitative Research Ibero-American Congress [11º CONGRESSO IBERO-AMERICANO EM INVESTIGAÇÃO QUALITATIVA], 12-15 July 2022 Online, University of La Coruña, Spain <https://ciaiq.ludomedia.org> Family support services are characterized by a multiplicity of professionals with different backgrounds, and the required skills are not clearly defined. The main objective of the present work was to systematize the workforce skills in family support through the analysis of books and manuals. The procedures of a systematic literature review were adopted, and some online databases were used (Scientific Online Knowledge Library from Portugal; Google books; Macedonian National Library; and JSTOR digital library from the United States). The main descriptors included books and manuals published only in English, between 1995 and 2020. 48 books and manuals were selected because they revealed content related to workforce skills in family support. They were analyzed considering categories defined a priori (Publication date, Publisher, Publisher(s), Manual/Book Title), and categories emerging from the materials and defined a posteriori (Subject; Research and practice; Research and practice; Knowledge development; Assessment; and Intervention). The main themes of the publications referred to Mental Health, Psychology and Social Work, and the main specific contents were related to Knowledge Development, Intervention, Research and practice, and Assessment. Few books were specifically dedicated to the development of the workforce skills in family support. Many of the books were not available online and that constitutes a limitation of this study, and the results cannot be generalized. The selected books/manuals showed the absence of standardized guidelines for the workforce skills in family support, indicating the need of more research and work on the topic. It is a product developed by some members of the

WG4 and is related to an Action report about books and handbooks related to WORKFORCE SKILLS USED IN FAMILY SUPPORT. Not related to COVID19. Not related to COVID19.

Family Support Agenda at European Level

Lucía Jiménez (University of Seville, Spain) and **John Canavan** presented on: *Advancing a Family Support Agenda at European Level: The EurofamNet Experience* at the *9th Annual Social Work and Social Care Research in Practice Conference*, 9th March 2022, Online, Virtual <https://research.hscni.net/event/9-march-2022-9th-annual-social-work-and-social-care-research-practice-conference> The presentation was highly relevant to the Action in that it focused on EurofamNet progress in each of its areas, highlighting key findings and useful resources for conference delegates.

Family Support: Child Protective Services

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Canário, C., Ferreira-Santos, F., Salomão, S., Pinto, R., Coimbra, B., Rodrigues, A.J, & Cruz, O.** presented on: *Parent and child hair cortisol concentrations in families engaged with Child Protective Services: A characterization of patterns* at the *Child Protection for the Most Vulnerable Children and Families, ISPCAN 2022*, Tallinn, Estonia, 15 June 2022, On-site, ISPCAN 2022, Tallink SPA & Conference hotel, Tallinn, Estonia <https://www.ispcan.org/estonia-registration/?v=402f03a963ba> Understanding the characteristic of vulnerable families, such as those followed by Child Protective Services (CPS), is of utmost relevance. The parents often face significant difficulties that preclude them from having the internal resources needed to be sensitive, responsive, and engage in positive interactions with their children. Among many individual, familial and psychological characteristics, one deserving particular attention is parents' and children's biological stress, found to be adequately identified by hair cortisol concentration (HCC). Previous research identified possible associations between environmental exposures and child HCC. However, studies on the associations between parenting and children's development outcomes and parents' and children's HPA axis function are scarce. The purpose of the current study is to characterize patterns of HCC in a sample of parents and 6-to-12-years-old children followed by CPS. Participants are 80 parent-child dyads. All parents and children provided hair samples to evaluate HCC. Parents completed self-report measures on parenting behaviors, parental stress and competence, and proxy-report measures on children's behavior and social competence. Children completed self-report measures on well-being and perceived stress. Data collection has been completed, and data are currently being processed. Data analyses will evaluate the interdependence of HCC within each dyad. The

association between HCC, parenting and child development outcomes will also be addressed. Further analyses will be performed to identify if patterns/classes of data emerge, characterizing sample subgroups. The current study results are expected to contribute to the body of knowledge on child development and family well-being among vulnerable families followed by CPS. The work relates to the objectives of WG3.

Female Leaders' Experiences amidst the Covid-19 Pandemic

Eleni Meletiadou (London Metropolitan University, UK) presented on *Iron fists in velvet gloves: Exploring female leaders' experiences amidst the Covid-19 pandemic in the UK* at the CIPD Applied Research Conference, 26 January 2022) Online https://www.cipd.co.uk/Images/arc-submissions-2022-3_tcm18-105132.pdf This multiple case study explored 40 female educational leaders' current experiences in Higher Education Institutions (HEI) to unravel both barriers and facilitators using semi-structured interviews and opportunity and snowball sampling. It revealed that they still face sex-related barriers but have more support as more women have entered HEI. Despite limitations, the study highlights the facilitators of female educational leaders' advancement and indicates that the redefinition of capabilities of successful leaders and modern trends such as reverse mentoring and gender-neutral recruitment may assist to eliminate gender bias and highlight attractive traits that female educational leaders bring to the table. It explores female educational leaders' experiences amidst the Covid-19 crisis and discusses how HEI can support them and their families. It explores female educational leaders' experiences amidst the Covid-19 crisis and discusses how HEI can support them and their families.

Future EFL Teachers and their Beliefs about Multilingualism

Sviatlana Karpava (University of Cyprus) presented on: *Future EFL Teachers in Cyprus and their Beliefs about Multilingualism* at the MoMM 2021: *Multilingualism on My Mind - Exploring Multilingualism in Education*. Online Conference, Bergen, Norway, March 18-19, 2021. <https://momm2021.w.uib.no/> (online) Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). This study investigated the beliefs of the future EFL teachers in Cyprus about multilingualism. The participants were 40 university students (3rd and 4th year), future EFL teachers, during a teaching methodology, teaching practicum course. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The students were asked to write on-line blog entries, based on

the discussions/materials covered in class, on the topic of multilingualism in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and that it should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

Heritage Language Acquisition, Maintenance and Transmission

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Russian heritage children in Cyprus: Narrative abilities and grammaticality* at the *American Association of Teachers of Slavic and East European Languages (AATSEEL)*, Philadelphia, PA, USA, February 17-20, 2022. Online <https://www.aatseel.org/program/> Heritage language maintenance and development depend on family language policy, language dominance, frequency of use, linguistic distance and similarity between the minority and the majority languages or (dia)lects of the society (Montrul, 2016; Polinsky, 2015, 2018; Kupisch and Rothman, 2018), multi-directionality of cross-linguistic influence and accommodation (Rothman et al., 2019). The present study investigates narrative skills of Russian heritage children in Cyprus, with the focus on macro-structure (story structure, structural complexity and internal states terms), micro-structure and grammaticality, i.e. the extent to which utterances follow the grammatical rules of a language. The participants of the study were 40 Russian–Cypriot Greek (CG) simultaneous bilingual children. Their age ranges from 4;0 to 6;0 (mean 5;2), and they attend kindergarten and primary CG schools, where the language of instruction is Greek. The LITMUS-MAIN, the multilingual assessment instrument for narratives (Gagarina et al., 2012, 2015) was used for data collection. Their language proficiency in Russian was measured by the Russian Proficiency Test for Multilingual Children (RPTMC) (Gagarina et al., 2010). Background information was collected using parental questionnaires and interviews. The narratives were recorded, transcribed and analyzed in terms of grammaticality. The analysis of the data showed that heritage children had errors in aspect and tense, case, gender and in subject-verb agreement. Some code-switching errors were revealed in the data as well as innovation forms of words (nouns and verbs). There was a deviant production in terms of words order, lexical stress, prepositions and prefixes. Overall, it was found that grammaticality is affected by the quantity and quality of input the child receives in the weaker (heritage) language, parents' level of education and their willingness to use, maintain and transmit Russian to their children and to develop their literacy in L1 Russian. There is also a correlation between macro-, micro-structure and grammaticality.

Heritage Language Acquisition

Sviatlana Karpava (University of Cyprus, Cyprus) presented on: *The effect of noun transparency and frequency on the acquisition of gender agreement by Russian-Cypriot Greek bilinguals: Oral elicitation vs. dictation tasks* at the *International Association for the Study of Child Language (IASCL) Conference*, July 15-23, 2021. USA (online) <https://iascl2021.com/>

Heritage Language Acquisition: Narrative Abilities, Grammaticality

Sviatlana Karpava (University of Cyprus) presented on: *Narrative abilities and grammaticality: Evidence from the Russian heritage children in Cyprus* at the *NHLRC Heritage Language Research Institute*, June 7-10, 2021, University of North Carolina, USA <https://nhlrc.ucla.edu/nhlrc/event/14722> Heritage language maintenance and development depend on family language policy, language dominance, frequency of use, linguistic distance and similarity between the minority and the majority languages or (dia)lects of the society (Montrul, 2016; Polinsky, 2015, 2018; Kupisch and Rothman, 2018), multi-directionality of cross-linguistic influence and accommodation (Rothman et al., 2019). The present study investigates narrative skills of Russian heritage children in Cyprus, with the focus on macro-structure (story structure, structural complexity and internal states terms), micro-structure and grammaticality, i.e. the extent to which utterances follow the grammatical rules of a language. Grammaticality in narrative tasks can predict language development (Restrepo, 1998; Bedore et al., 2010). Narratives can measure cognitive, linguistic and social skills of bilingual and multilingual children in a less biased way than standardized assessments of language (Botting, 2002; Fiestas and Peña, 2004; Cleave et al., 2010; Thordardottir, 2011; Terry et al., 2013). Narratives can help to identify linguistic, cognitive, semantic and social abilities, communicative competence and cultural awareness of a child (Schneider and Hayward, 2002; Leonard, 1998; McCabe, 1992; Liles, 1993; Hughes et al., 1997; Botting, 2002; Paradis et al., 2010). Narrative skills are essential for children's success at school (Bishop and Edmundson, 1987; Bliss et al., 1998; McCabe, 1996; McCabe and Rollins, 1994; Westby, 1991). There is a relationship between oral language (experience with and exposure to discourse) and literacy (Westby, 2005; Snow, 2002). Cultural communities, language environment, home language use, parental attitudes towards bilingual and bi-cultural learning, the level of language proficiency are some of the factors that can affect the development of narrative abilities (Fiestas, 2004; Jia et al., 2011). The participants of the study were 40 Russian-Cypriot Greek (CG) simultaneous bilingual children. Their age ranges from 4;0 to 6;0 (mean 5;2), and they attend kindergarten and primary CG schools, where the language of instruction is Greek. The LITMUS-MAIN, the multilingual assessment instrument for narratives (Gagarina et al., 2012, 2015) was used for data collection. Their language proficiency

in Russian was measured by the Russian Proficiency Test for Multilingual Children (RPTMC) (Gagarina et al., 2010). Background information was collected using parental questionnaires and interviews. The narratives were recorded, transcribed and analyzed in terms of grammaticality. Grammaticality percentages were calculated for each child. The analysis of the data showed that Russian heritage children had a similar error pattern despite the morphological richness of the environmental language (Gagarina et al., 2019). The errors were found in aspect and tense, case, gender and in subject-verb agreement. Some code-switching errors were revealed in the data as well as innovation forms of words (nouns and verbs). There was a deviant production in terms of words order, lexical stress, prepositions and prefixes. Overall, it was found that grammaticality is affected by the quantity and quality of input the child receives in the weaker (heritage) language, parents' level of education and their willingness to use, maintain and transmit Russian to their children and to develop their literacy in L1 Russian. There is also a correlation between macro-, micro-structure and grammaticality.

Higher Education: Multilingualism, Teaching, Learning and Assessment

Eleni Meletiadou (London Metropolitan University, UK) presented on *Adopting a multilingual approach towards comprehension in assessment in Higher Education Institutions in the UK amidst the COVID* at the *Multilingualism on my mind*, 23 March 2021, Online <https://momm2021.w.uib.no/> The multilingual approach towards comprehension in assessment focuses on the presumption that multilingual learners may face incredible challenges when they are assessed through the English language which is their second or even third language. De Backer et al. (2016) and Menken and Shohamy (2015) also stress the challenges of assessing content using exams with instructions in the target language. Shohamy (2011) reports a study in which students who received multilingual instructions achieved better scores than those who received instructions in the dominant language. The current study used a multilingual approach towards comprehension in assessment as an inclusive strategy for EFL/ESL students within foundation year study. 100 students from different ethnic and linguistic backgrounds took part in the current study at London South Bank University. These were encouraged to translate the instructions of their assignments and use their mother tongue to discuss their assignments with students coming from a similar background. The researcher, who also delivered the Module seminars, acknowledges the importance of students' using their L1 for assessment purposes. This was also confirmed by several studies which have used translanguaging (Lewis et al., 2012). This is a way of working across languages by using one language for input and another for output. Similarly, in the current context, students were encouraged to use their mother tongue to overcome possible barriers to better comprehend the task they were asked to do. Baker (2011) claims that translanguaging provides many benefits to learners as it can enhance understanding of the subject matter and possibly promote the development of the weaker

language. This can increase progress rates from one Level to another in HEI in the UK as due to the massification of HE and alterations to the demographic makeup of the student body in terms of ethnicity, quality of support during the transition period from school to HE is critical to student retention (Pitkethly and Prosser, 2001) and needs urgently addressing. The current study has indicated that the use of translanguaging can increase students' writing performance and attitudes towards learning as well as support their well-being in HEI amidst the Covid-19 pandemic. Recommendations for the successful use of translanguaging in FY courses as well as suggestions for future research will be provided. It explores how multilingual learners can be supported amidst the Covid-19 pandemic. It explores how multilingual learners can be supported amidst the Covid-19 pandemic.

A Hybrid Teaching and Learning during the Pandemic

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Challenge of Change: A Hybrid Teaching and Learning during the Pandemic* at the *Okinawa JALT: online Trends in Language Teaching 2022* (TLT2022) conference, Japan, Sunday, 30 January, 2022 <https://www.okijalt.org> The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning has been playing a significant role. Digital technologies in higher education facilitate the learning/teaching process, creating a student-centred environment (Bates and Sangra, 2011; Johnson et al., 2016). Both teachers and students should have relevant training and support in order to use new technologies in an efficient and effective ways (Gradinarova, 2015). This study investigates the issues of student engagement in hybrid learning environment, their attitudes towards online and face-to-face teaching and learning, the use of Information and Communication Technology (ICT), the development of cognitive, social and self-directed learning skills of students, future EFL teaching, during a teaching methodology, teaching practicum course.

Hybrid Language Identity of the Second-Generation Immigrants

Sviatlana Karpava (University of Cyprus) presented on: *Hybrid Language Identity of the Second-Generation Immigrants in Cyprus* at the *Approaches to Migration, Language and Identity Conference*, University of Sussex, UK, 9-11 June 2021. <https://amli2021.org/> (online) According to Portes et al. (2016), there are culturalist and structuralist approaches to the integration of the second-generation immigrants into the mainstream society, which focus on cultural, linguistic and socioeconomic assimilation. Successful societal membership is associated with psychosocial adaptation, hybrid identity, selective acculturation or biculturalism, the adjustment of an individual to new psychological and social conditions (Schwartz et al., 2014; Leszczensky

et al., 2019; Boland, 2020). Individual's identity is related to the sense of belonging, integration, engagement in the current space (Chimienti et al., 2019). Self-identity is fluid and flexible, it comprises individual and collective identity, habitus, or unconscious identity, agency and reflexivity, which is re-evaluated and adjusted throughout the life trajectory of a migrant and is connected to citizenship and solidarity (Lizardo, 2017). This study investigated language identity of second-generation immigrants in Cyprus with various L1 background: Russian, Georgian, Ukrainian, Bulgarian, Romanian, Arabic. Thirty participants (age range: 18-27) took part in the research. The data was collected via written questionnaires and in-depth oral semi-structured interviews as well as observations with a focus on linguistic interaction patterns and material culture at home. The analysis of the data showed that second-generation immigrants have hybrid language and cultural identity, perceptions regarding citizenship, inclusion and belonging. They try to assimilate to the target society, but at the same time they have a strong link the community of residence, with their L1 country, their heritage or home language. The participants also have hybrid language practice as they use mixed/multiple languages at home and outside.

Inclusive Education: Peer Assisted Learning/Mentoring

Eleni Meletiadou (London Metropolitan University, UK) presented on *The use of Peer Assisted Learning/Mentoring (PAL/M) as an inclusive strategy within foundation year (FY) practice* at the ALTAANZ/ILTA 2020 (19 November 2020), Online <http://www.altanz.org/ltrcaltanz-online-celebratory-event-2020.html> Higher education (HE) has gradually moved away from an elitist and exclusive mindset (based on power and privilege claims) and towards a more democratic and inclusive mindset (based on justice and human rights claims). In considering the need for HEIs to put into place support mechanisms to assist students adapt to university amidst the Covid-19 pandemic, it is important to take account of arguments that most students' failure or withdrawal tends to reflect difficulties in adjusting to the environment rather than intellectual problems (Wang, 2016; Yan & Berliner, 2013). Peer Assisted Learning/Mentoring (PAL/M) has gained much importance in educational learning and educational research (Hansman, 2012; Hilsdon, 2014; Topping, 1998). PAL/M provides a setting for students to collaborate in discussing and solving problems, working through examples, reviewing the content of lectures and providing feedback (Arendale, 2020; Capstick & Fleming, 2002; Tonna, Bjerkholt & Holland, 2017). Whilst PAL/M enhances student learning by promoting a deep approach to learning in which individual students are able to develop high level cognitive skills, it also provides the medium through which students are able to develop as independent learners (Garcia-Melgar, 2018; Wallace, 1997) offering and receiving emotional support. The current study was conducted with the aim of exploring the effectiveness of a well-developed university-based PAL/M implementation design to promote a peer assessment strategy which would foster writing improvement and student well-being amidst the Covid-19 pandemic. Bearing this in mind, 100 Foundation Year (FY)

students at London Met University and 100 Foundation Year students at London South Bank University have been working in groups of four for two semesters providing support to each other. They have been encouraged to complete a variety of assignments providing online peer feedback to their fellow students in their groups. A questionnaire has been used to explore 200 FY students' attitudes towards PAL/M before and after an online teaching/learning intervention employing PAL/M to foster inclusivity and help diverse student cohorts. Students' writing performance has also been assessed before and after the intervention to explore its impact on students' writing performance. The study outcomes are anticipated to make a significant contribution to the context field of education by providing a rigorous evaluation of the impact of the use of PAL/M as an inclusive strategy in FY practice. Recommendations for training lecturers and students in PAL/M and for implementing PAL/M successfully in FY courses as well as suggestions for future research will be provided. In response to the need for more information, this study will contribute a students' voice regarding the use of PAL/M as an inclusive strategy within FY practice which in so far has been absent (McCarthy & Armstrong, 2019). It promotes inclusive teaching to support learners coming from diverse backgrounds.

Investigation of Heritage Language Attrition of the Second-generation Immigrants

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Investigation of Heritage Language Attrition of the Second-generation Immigrants* at the *Manchester Forum in Linguistics (mFiL)* – The University of Manchester, UK, 28-29th April 2022 <https://mfilconf.wordpress.com/> According to Köpke and Schmid (2004: 5), language attrition is “the non-pathological decrease in a language that had previously been acquired by an individual.” Most of attrition studies deal with L1 attrition of late sequential adult bilinguals (Schmid and Köpke 2007; Schmid 2011, 2013). Previous research has shown that child L1 attrition in immigration setting is characterised by more severe cases of language attrition (loss of structural aspects in the L1) in comparison to adults (Montrul, 2008; Bylund, 2009; Flores, 2012; Schmid and Köpke, 2017, 2019). Even bilingual with extensive access to the L1 until adulthood are judged as non-native speakers of L1 by monolingual peers due to their non-target production and comprehension of lexicon, morpho-syntax, phonology, code-switching and code-mixing (Benmamoun et al., 2013). In this study we investigated heritage language attrition by second-generation immigrants in Cyprus; whether the “forgetting” of their first language depends on heritage language use, attrition, maintenance and transmission by the first generation, their families, family language policies, sociolinguistic environment in the host community of Cyprus (Bayram et al., 2019; Montrul and Polinsky, 2019; Brehmer and Treffers-Daller, 2020). The participants of our study were 30 second-generation immigrants in Cyprus with various L1 background: Russian, Georgian, Ukrainian, Polish, Bulgarian, Romanian, Arabic and Armenian (age range: 18-27). The data was collected via written questionnaires and in-depth oral semi-structured interviews as well as

observations with a focus on linguistic interaction patterns and L1 attrition. The analysis of the data (questionnaires, interviews, focus group discussions, observations) showed that second-generation immigrants have hybrid language and cultural identity, perceptions regarding citizenship, inclusion and belonging. They try to assimilate to the target society, but at the same time they have a strong link with the community of residence, with their L1 country, their heritage or home language. The participants also have hybrid language practice as they use mixed/multiple languages at home and outside. The second-generation immigrants in Cyprus have some similarities and differences regarding their DLC, linguistic behaviour, language attitudes and identities. They differ in terms of their age of onset to Greek, length of residence in Cyprus, language dominance, domains of language use, language proficiency and literacy skills, but they resemble in terms of hybrid linguistic and cultural identity, presence of SMG/CG and English in their DLCs, code-switching, code-mixing and translanguaging. The analysis of the data showed that second-generation immigrants have undergone L1 attrition. This depends on their age, age of onset to L2 (Greek), length of residence in Cyprus, L1 status, cross-linguistic interference, attitudes towards L1 language and culture, language/culture identities, socioeconomic status, heritage language use, maintenance and transmission by their parents, family language policy, their effort and motivation, language practices at home and outside.

Inclusive Teaching, Learning, Assessment and Critical Digital Literacies in EFL Classrooms

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Inclusive Teaching, Learning, Assessment and Critical Digital Literacies in EFL Classrooms* at the *AEA- EUROPE 2021: Assessment for Changing Times: Opportunities and Challenges*. Online, 2-5 November 2021 <https://www.aea-europe.net/conferences/22nd-annual-conference> COVID-19 has affected higher education as both teachers and students had to implement online, hybrid, and blended teaching, assessment and learning methods and approaches. The online mode of teaching and assessment has certain benefits: cost-effectiveness, self-directed learning, flexibility in terms of time and pace, in-depth discussions, and engaging learning experiences. The increase in online teaching, assessment and learning options is reflected in the enhanced critical digital literacy of both teachers and students; implementation of active learning and scaffolding; revision and improvement of content and material; and provision of engaging learning experiences for students. This study aimed to investigate students' perceptions of online and hybrid teaching, assessment and learning compared to traditional forms of education to reveal the factors that affect their perceptions and their views of the strengths and weaknesses of different modes of delivery. Overall, the findings show that students understood that online or hybrid modes of instruction and assessment were the only options to continue their studies during the pandemic. The analysis of students' blog entries showed that they were able to critically evaluate the

situation and comment on the advantages and disadvantages of online and hybrid teaching, assessment and learning in comparison to traditional forms of education.

The issues of Multilingualism in Teacher Training Programmes

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *The issues of Multilingualism in Teacher Training Programmes* at the 3rd *International Conference on Language Education and Research*, LERC2021: "Teaching Beyond the Border: Variation, Innovation, Technology, Communication", Athens, Greece, 1-3-October 2021 <https://www.lerconference.org/> Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). This study investigated the beliefs of the future EFL teachers in Cyprus about multilingualism. The participants were 40 university students (3rd and 4th year), future EFL teachers, during a teaching methodology, teaching practicum course. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and that it should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

Inclusive Teaching, Learning, Assessment and Critical Digital Literacy

Sviatlana, Karpava (University of Cyprus, Cyprus) presented on *Future EFL Teachers in Cyprus and their Beliefs about Multilingualism, Inclusive Teaching, Learning, Assessment and Critical Digital Literacy* at the 53rd *Annual Meeting of the British Association for Applied Linguistics*. Theme: ""Challenges and Opportunities in Applied Linguistics"", 9-11 September 2021, Northumbria University, UK. <https://www.northumbria.ac.uk/about-us/news-events/events/2021/09/baal-2020/baal-call-for-papers> Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). Students can be autonomous learners, but educational institutions can help them to construct knowledge via

guidance and assistance of the teachers and experts (Benson and Brack, 2009; Andrade, 2015), by creating a welcoming learning environment that recognises diversity, equity, equality and inclusion based on its structures, practices and attitudes. The outbreak of corona virus disease (COVID-19) has affected the higher education sector. During the present crisis e-learning, teaching and assessment have been playing a significant role. This study investigates the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching, learning and assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and inclusive teaching/learning/assessment and that they should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

Implementation and evaluation of Triple P interventions

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal) Canário, C. presented on: Implementation and evaluation of Triple P interventions: Insights from the Portuguese experience. Vereniging voor Nederlandse Ontwikkelings, Psychologie Conference 2022, 25 May 2022, On-site, University of Utrecht, The Netherlands <https://vnop.nl/activities/vnop-conference-2022/> The work aligns with the purposes of WG3.

Language contact, variation and change: Bilingualism and Multilingualism

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Language contact, variation and change in Cyprus: Narrative abilities and grammaticality of Russian-Greek bilingual children*. at the *Slavic Linguistics Society (SLS 16) Conference*, Department of Linguistics at the University of Illinois at Urbana-Champaign, USA, September 3-5, 2021. <https://www.slaviclinguistics.org/> Narratives can help to identify linguistic, cognitive, semantic and social abilities, communicative competence and cultural awareness of a child (Botting, 2002; Schneider et al., 2006; Paradis et

al., 2010). Narrative skills are essential for children's success at school. There is a relationship between oral language (experience with and exposure to discourse) and literacy. Cultural communities, language environment, home language use, parental attitudes towards bilingual and bi-cultural learning, the level of language proficiency are some of the factors that can affect the development of narrative abilities (e.g., Bohnacker, 2016; Gagarina, 2016; Kunnari et al., 2016; Lindgren, 2018, 2019). The present study investigates the narrative production of bilingual Russian–Cypriot Greek (R–CG) children with typical development (TD) in both of their languages: Russian and Cypriot Greek. 23 simultaneous bilingual children (aged 3;11-11;4) were tested on the Multilingual Assessment Instrument for Narratives (MAIN) (Gagarina et al., 2012) which was developed within the COST Action IS0804 Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment. The participants were tested on a large battery of tests: the Diagnostic Verbal IQ Test (DVIQ), slightly adapted to CG and Russian from Stavrakaki and Tsimpli's (2000) Standard Modern Greek (SMG) original, the Russian Proficiency Test for Multilingual Children (RPTMC) (Gagarina et al., 2010), and several tests on executive functions: digit span test, word span test, fluency test, Raven's matrices. With regard to narrative abilities (macrostructure: story structure, structural complexity and internal states terms), the bilingual children performed similarly across their two languages (slightly better for Cypriot Greek). This suggests that cognitive ability is shared by two languages, which is in line with the previous research on TD bilinguals (e.g., Squires et al., 2014; Gagarina, 2016; Kunnari et al., 2016). Their performance was higher on the retelling condition in comparison to the telling condition. Retelling is considered to be easier than telling, though it is not just a repetition of a story but its reconstruction in detail and grammatical, lexical and content accuracy (e.g., Kunnari et al., 2016; Maviş et al., 2016; Otwinowska et al., 2020). Narratives were also analysed in terms of grammaticality. Grammaticality percentages were calculated for each child. The analysis of the data showed that in Russian narratives, bilingual children had aspect and tense, case, gender and subject-verb agreement errors. They omitted subject pronouns which could be due to L1 transfer from CG. Some code-switching errors were revealed in the data as well as innovation forms of words (nouns and verbs). There was a deviant production in terms of words order, lexical stress, prepositions and prefixes. As for CG story data analysis, bilingual children mainly had gender and number agreement, tense and aspect errors as well as omission of conjunctions or repetition of the same conjunctions. They used wrong prepositions, had difficulties with finding correct words and phrases and had some instances of code-switching from Russian. Overall, it was found that there is a correlation between macro-, micro-structure and grammaticality. Grammaticality is affected by the age of the participants, their individual differences, quantity and quality of L1/L2 input, mother's level of education and schooling in line with previous research (e.g., Blom & Paradis, 2015; Paradis et al., 2017; Govindarajan & Paradis, 2019; the characteristics of the majority and minority language use at home, at school

and in the society influenced by cross-linguistic interference, language variation and change in language contact setting of Cyprus.

Mapping key actors in family support in Europe

Lucía Jiménez (University of Seville, Spain), **Sofía Baena**, **Lucía Jiménez**, **Jean Grasmeyer** and **John Canavan** presented on: *Mapping key actors in family support in Europe* at the *IPSCAN 2022*, 13th-16th June 2022, On-site, Tallinn, Estonia <https://www.ispcan.org/ispcan-event/ispcan-2021-congress-europe-bid-now/?v=402f03a963ba> The Action has initiated the process to identify key actors in family support in each country, building up National Working Groups that can support the achievement of the Action objectives and can benefit from its advances. These groups play an input and an advocacy role at national level on Action-related tasks, serve to build network capacity and operate to further develop family support at national level. National representatives currently members of the Action have been pointed out to fill in a template with information about key family support actors at national level. The template consisted of 11 items, 6 of which concerning information on the national partners (surname, contact information, name of the organization they belong to, their role in said organization, and whether they were already members of the action) and 5 relevant to the organization the partners belonged to (brief description of the organization, type of organization, scope, sector and other relevant information). From the 35 countries that are currently members of the Action, 17 have already mapped their National Working Groups: Albania, Bosnia, Bulgaria, Croatia, Estonia, Italy, Hungary, Latvia, Lithuania, Macedonia, Moldova, Poland, Portugal, Serbia, Slovenia, Spain and the UK. The national working groups were divided according to the size of their network in three categories: with 9 small-sized (networks less than 10 members), 4 medium-sized (between 10 and 30 members) and 4 large-sized networks (more than 30 members). Total percentages and the percentages dependent on the size of the network were calculated. Results showed that there are 281 NWGs partners that did not belong to the Action, most of them representing national organizations, with international, regional and local organizations less represented, except on Spain and Macedonia, where regional and local partners were widely included. In addition, all countries have included national partners from different types of organizations, the most represented types of organizations are state/public, NGOs and academic and research, whereas the least represented are front-line practitioners, except in Hungary, where half of their national partners were front-line practitioners. Small-sized networks have focused on partners that represent organizations from both state/government and NGOs, while medium sized networks included more state/government and academic and research, large sized networks had a more balanced representation of all types of organizations. Finally, there are many sectors represented in the different NWGs, being the most common ones, child protection and welfare, education, research and early years care and education. Although, we do not have full and

representative account of the operation of family support organizations, these data provide information about the diversity in the approach towards the task of building national networks, as well as its relevance for the engagement and increasing of the reach of the network. The diversity of types of organizations and sectors involved, help guarantee the bottom-up structure and double layer of EurofamNet. The work presented at the congress has been carried out by members of WG1 of the Action, with the aim to map key actors in family support at the national level, which is one of the group's deliverables.

Multilingualism and Multiculturalism in Educational Settings

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Multilingualism and Multiculturalism in Educational Settings of Cyprus* at SLA Graduate Student Symposium: Language, Culture, and Globalization: Transdisciplinary Perspectives, April 1-2, 2022, University of Wisconsin–Madison, USA <https://sla.wisc.edu/2022-sla-graduate-student-symposium/>

Multilingualism, linguistic and cultural diversity are closely related to globalisation, increased transnational mobility and increasing refugee populations (Cenoz & Gorter, 2015; Jaspers et al., 2010; Phipps, 2019). According to Wernicke et al. (2021), it is important to pay attention to multilingualism and multiculturalism in educational settings, to increase awareness and recognition of linguistic and cultural diversity at individual and societal levels, and to take historical, ideological, social, economic and political factors into consideration, as well as language policy and the diverse language practices of teachers and students (Choi & Ollerhead, 2018; Douglas Fir Group, 2016). Multilingual education presupposes not only the teachers' proficiency in several languages (Nunan & Lam, 1998), but also their knowledge and understanding of language acquisition processes, theoretical and pedagogical models, approaches focused on the development of multilingual competence (Hammond, 2014), teaching strategies, language and content integration (Palincsar & Schleppegrell, 2014), and language policies and ideologies related to language teaching and language use (Flores & Rosa, 2015; Kubota & Lin, 2009). As it is important to include a critical language awareness component in teacher training programmes to ensure that there is a link between theory and practice (Gorter & Arocena, 2020; Young, 2014), this study investigated the beliefs of future teachers of English as a foreign language (EFL) in Cyprus regarding multilingualism, multiculturalism and inclusive education. The participants were 40 university students (3rd and 4th year), who were future EFL teachers, during a teaching methodology and teaching practicum course. Their ages ranged from 18 to 25 years, their first language (L1) was Cypriot Greek and they all resided in Cyprus at the time of the study. The students were asked to complete questionnaires, to participate in semi-structured interviews, to write online blog entries based on the discussions/materials covered in class on the topic of multilingualism and multiculturalism in EFL classes as well as the teaching methods, approaches and techniques that could be implemented in linguistically

and culturally heterogeneous classes. The analysis of the data showed that the future EFL teachers had a positive attitude towards multilingualism, multiculturalism and inclusive education, and that these aspects should be promoted.

Multilingual Linguistic Landscape, Translanguaging and Plurilingualism

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Underlying Ideologies of Multilingual Linguistic Landscape of Cyprus, Translanguaging and Plurilingualism* at the *6th International Conference: 'Crossroads of Languages and Cultures' (CLC6), Plurilingualism, Variation, Spaces of Literacy*, 2-5 September 2021 <http://cyprusconferences.org/clc6/> According to Li Wei (2011), translanguaging space is created by and for translanguaging. Multilingual interaction and translanguaging promote the strategic use of language and agency of the speakers (Garcia and Li Wei, 2014; Li Wei, 2019). Translanguaging becomes a valuable resource as well as an ideological practice, especially in immigrant and minority contexts (Garcia and Leiva, 2014). This study investigates multilingual interaction and translanguaging practices of Russian-speaking immigrants and university students in Cyprus and how/whether they are affected by linguistic landscape of the country of residence and valorisation/commodification of the minority language. Linguistic landscape as an area of research is important for the investigation of minority languages (Cenoz and Gorter, 2006) and the role they play in discursive construction of a particular place (Torkington, 2009). LLs are very important in the area of sociolinguistics of multilingual societies (Wardhaugh and Fuller, 2015). A linguistic landscape, how languages are displayed in public spaces via signs, advertisements, billboards, graffiti (Landry and Bourhis, 1997) reflects the underlying ideologies regarding languages and their speakers (Hélot et al., 2012), linguistic diversity, language and perceived values (Stroud and Mpendukana, 2009). Sixty multilingual families were in the scope of our research and 30 Russian-speaking university students. Using written questionnaires with the focus on general background, socio-economic status and language proficiency, as well as oral semi-structured interviews, ethnographic participant observations and oral spontaneous bilingual/multilingual production our study attempts to describe how language is managed through translanguaging activities in multilingual Russian-speaking families and in higher education setting in Cyprus. We also implemented an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert and Maly, 2016) in relation to multilingualism situation in the country. We focused on the main shopping streets and highway/street billboards in our analysis. We used photographic material in our data collection (1000 photos of five geographical areas: Larnaca, Agia Napa, Nicosia, Limassol and Paphos in line with Cenoz and Gorter, 2003, 2006, 2015; Backhaus, 2007; Lai, 2013). We have collected the data taking the materiality of the signs (cf. Aronin & Ó Laoire 2012; Cook 2015) into consideration, analysed and interpreted the photos in terms of language

(monolingual, bilingual, multilingual), text, placement and surroundings, LL genre (street signs, billboards, shop windows) in line with the principles of the symbolic construction of the public space (Ben-Rafael et al., 2006; Ben-Rafael, Shohamy and Barni, 2010). It was found that linguistic landscape in Cyprus is changing and becomes more and more multilingual. This is related to the political economy of language and space. Taking into consideration the increased valorisation and commodification of the Russian language (Pavlenko, 2017; Muth, 2017) and the fact that Russian community in Cyprus is one of the largest on the island, as well as the post-colonial status of Cyprus and widely-spread usage of English throughout the country, multilingual signs can be the reflection of translanguaging practices of both local population (English and Greek) and of the Russian-speakers in Cyprus.

Multilingualism: The Symbolic Construction of the Public Space

Sviatlana Karpava (University of Cyprus, Cyprus) presented on: *Multilingualism: The Symbolic Construction of the Public Space in Cyprus* at the *International Symposium on Bilingualism 13*, University of Warsaw, Poland July 9-14 2021. <http://isb13.wls.uw.edu.pl/> (online) The topic of linguistic landscapes (LLs) is very important in the area of sociolinguistics of multilingual societies (Wardhaugh & Fuller, 2015). A linguistic landscape reflects the underlying ideologies regarding languages and their speakers (Hélot et al., 2012), linguistic diversity, language statuses and perceived values (Stroud & Mpendukana, 2009). This study investigated multilingual LL of Cyprus by implementing an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert & Maly, 2014) in relation to multilingualism situation in the country as well as the perceptions and attitudes of Greek Cypriot population (100 participants: 47 males and 53 females, age: 18-62, from various socioeconomic and educational backgrounds; questionnaires and semi-structured interviews) towards multilingual LL, their feelings, emotions and experiences (Bevan, 2014; Merriam, 2009). We focused on the main shopping streets and highway/street billboards in our analysis. We used photographic material in our data collection — 4,200 photos of five geographical areas: Larnaca, Agia Napa, Nicosia, Limassol and Paphos. The photos were analysed and interpreted in terms of language, text, LL genre, placement and surroundings in line with the principles of the symbolic construction of the public space (Ben-Rafael et al., 2006; Ben-Rafael et al., 2010). It was found that although, an overall pattern of Cyprus LL is monolingual, with a prominent role of English, there is a tendency for the appearance of more bilingual and multilingual signs that are socially constructed and related to globalisation, customisation, language policy and identities, cultural and political ideologies. Greek Cypriots are aware about multilingualism in Cyprus. Most of the participants have a positive attitude towards multilingual LL on the island, though there are individual differences in

terms of their reactions and evaluations of monolingual, bilingual and multilingual signs, language pairs and combinations.

Multilingualism: Perceptions of Majority and Minority/Immigrant Speakers

Sviatlana Karpava (University of Cyprus) presented on *Multilingualism in Cyprus: Perceptions of Majority and Minority/Immigrant Speakers* at the *Conference on Multilingualism (COM2021)*, University of Konstanz, Germany, 23-25 June 2021 <https://www.ling.uni-konstanz.de/en/com2021/> Language ideologies, attitudes, emotions, beliefs, linguistic behaviour, ethnic markers, community membership and identities in multilingual settings are intertwined (Cummins, 2015; Heller and McLaughlin, 2017; Pérez-Izaguirre and Cenoz, 2020). Successful societal membership is associated with psychosocial adaptation, hybrid identity, selective acculturation or biculturalism, the adjustment of an individual to new psychological and social conditions (Schwartz et al., 2014; Leszczensky et al., 2019; Boland, 2020). Individual's identity is related to the sense of belonging, integration, engagement in the current space (Chimienti et al., 2019). Self-identity is fluid and flexible, it comprises individual and collective identity, habitus, or unconscious identity, agency and reflexivity, which is re-evaluated and adjusted throughout the life trajectory of a migrant and is connected to citizenship and solidarity (Lizardo, 2017). According to Portes et al. (2016), there are culturalist and structuralist approaches to the integration of the immigrant/minority groups into the mainstream society, which focus on cultural, linguistic and socioeconomic assimilation. This study investigated the perceptions of majority and minority/immigrant speakers of multilingualism in Cyprus. The participants of our study were 30 Cypriot Greek speakers and 30 second-generation immigrants in Cyprus with various L1 background: Russian, Georgian, Ukrainian, Bulgarian, Romanian, English, Arabic and minority speakers of Armenian (age range: 18-27). The data was collected via written questionnaires and in-depth oral semi-structured interviews as well as observations with a focus on linguistic interaction patterns and material culture at home. We also implemented an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert and Maly, 2014) in relation to multilingualism situation in the country. The analysis of the data showed that minority speakers and second-generation immigrants have hybrid language and cultural identity, perceptions regarding citizenship, inclusion and belonging. They try to assimilate to the target society, but at the same time they have a strong link the community of residence, with their L1 country, their heritage or home language. The participants also have hybrid language practice as they use mixed/multiple languages at home and outside. Overall, they have a positive attitude towards multilingualism and multilingual landscape in Cyprus. The majority speakers also have a favourable view on multilingualism in Cyprus, though they admit that there is a difference between younger and older generation of CG population regarding the

acceptance/discrimination of “foreign” influence in Cyprus as the former tend to be “more open-minded”. Their attitudes depend on immigrant/minority language(s) status, socio-economic factors, level of the majority language proficiency. English as an international language and lingua franca has an important role in their linguistic repertoires. English-CG code-switching/mixing is a common phenomenon, especially in on-line and off-line communication of young generation of Cypriots.

Multilingualism and Multimodality in ELF Classrooms

Sviatlana Karpava (University of Cyprus) presented on *Multilingualism and Multimodality in ELF Classrooms* at the LingCologne2021: Multilingualism Online conference on the myth of monolingualism. University of Cologne, Germany, 10-11 June 2021. <https://lingcologne.uni-koeln.de/call-for-posters> Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). This study investigated the beliefs of the future EFL teachers in Cyprus about multilingualism and multimodality (Kusters, 2017); the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills. The participants were 40 university students (3rd and 4th year), future EFL teachers, during a teaching methodology, teaching practicum course. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism in EFL classes, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes.

Multilingual urban space

Sviatlana Karpava (University of Cyprus) presented on *Multilingual urban space of Cyprus. The conference Multilingual urban space: policy, identity, education* at the National Research University Higher School of Economics, Moscow, Russia, 12-14, April 2021. <https://hum.hse.ru/en/dopf/mus/2020/> The topic of linguistic landscapes (LLs) is very important in the area of sociolinguistics of multilingual societies (Wardhaugh & Fuller, 2015). A linguistic landscape reflects the underlying ideologies regarding languages and their speakers (Hélot et

al., 2012), linguistic diversity, language statuses and perceived values (Stroud & Mpendukana, 2009). This study investigated multilingual LL of Cyprus by implementing an in-depth ethnographic landscape analysis of visible semiotic signs in public space, trying to interpret their indexicality and deeper layers of meaning (Blommaert, 2013; Blommaert & Maly, 2014) in relation to multilingualism situation in the country as well as the perceptions and attitudes of Greek Cypriot population (100 participants: 47 males and 53 females, age: 18-62, from various socioeconomic and educational backgrounds; questionnaires and semi-structured interviews) towards multilingual LL, their feelings, emotions and experiences (Bevan, 2014; Merriam, 2009). We focused on the main shopping streets and highway/street billboards in our analysis. We used photographic material in our data collection — 4,200 photos of five geographical areas: Larnaca, Agia Napa, Nicosia, Limassol and Paphos. The photos were analysed and interpreted in terms of language, text, LL genre, placement and surroundings in line with the principles of the symbolic construction of the public space (Ben-Rafael et al., 2006; Ben-Rafael et al., 2010). It was found that although, an overall pattern of Cyprus LL is monolingual, with a prominent role of English, there is a tendency for the appearance of more bilingual and multilingual signs that are socially constructed and related to globalisation, customisation, language policy and identities, cultural and political ideologies. Greek Cypriots are aware about multilingualism in Cyprus. Most of the participants have a positive attitude towards multilingual LL on the island, though there are individual differences in terms of their reactions and evaluations of monolingual, bilingual and multilingual signs, language pairs and combinations.

Narrative Abilities and Grammaticality of Heritage Children

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Narrative abilities and grammaticality of Russian heritage children: Evidence from Cyprus* at the *ISMBS2022 - International Symposium on Monolingual and Bilingual Speech*, 6-9 April 2022, Department of Communicative Disorders at the University of Louisiana at Lafayette (Université des Acadiens et Créoles), USA. <https://speechandlanguage.louisiana.edu/international-symposium-monolingual-and-bilingual-speech-ismbs-2022> Heritage language maintenance and development depend on family language policy, language dominance, frequency of use, linguistic distance and similarity between the minority and the majority languages or (dia)lects of the society (Montrul, 2016; Polinsky, 2015, 2018; Kupisch and Rothman, 2018), multi-directionality of cross-linguistic influence and accommodation (Rothman et al., 2019). The present study investigates narrative skills of Russian heritage children in Cyprus, with the focus on macro-structure (story structure, structural complexity and internal states terms), micro-structure and grammaticality, i.e. the extent to which utterances follow the grammatical rules of a language. The participants of the study were 40 Russian–Cypriot Greek (CG) simultaneous bilingual children. Their age ranges from 4;0 to 6;0 (mean 5;2), and they attend kindergarten and

primary CG schools, where the language of instruction is Greek. The LITMUS-MAIN, the multilingual assessment instrument for narratives (Gagarina et al., 2012, 2015) was used for data collection. Their language proficiency in Russian was measured by the Russian Proficiency Test for Multilingual Children (RPTMC) (Gagarina et al., 2010). Background information was collected using parental questionnaires and interviews. The narratives were recorded, transcribed and analyzed in terms of grammaticality. The analysis of the data showed that heritage children had errors in aspect and tense, case, gender and in subject-verb agreement. Some code-switching errors were revealed in the data as well as innovation forms of words (nouns and verbs). There was a deviant production in terms of words order, lexical stress, prepositions and prefixes. Overall, it was found that grammaticality is affected by the quantity and quality of input the child receives in the weaker (heritage) language, parents' level of education and their willingness to use, maintain and transmit Russian to their children and to develop their literacy in L1 Russian. There is also a correlation between macro-, micro-structure and grammaticality.

New Contexts for the Use of the Minoritized Language

Sviatlana Karpava (University of Cyprus) presented on: *New Contexts for the Use of the Minoritized Russian Language in Cyprus* at the *NEWCON2020: New Contexts for the Use of Minoritized Languages/Varieties*, University of Zadar, Croatia, May 26-28, 2021 (online). <http://conference.unizd.hr/newcon2020> This study aims to investigate computer-mediated forms of communication (CMC) of the Russian immigrant community in Cyprus, their community of practice in cyberspace (Wenger, 1998; Bhatia and Ritchie, 2012; Flores and Lewis, 2016) in terms of their linguistic behaviour, use of L1 Russian, L2 English and L3 Greek, code-switching and code-mixing, innovations and/or grammar deviations (lexicon, syntax, morphology, pragmatics, semantics), cross-linguistic interference, language attrition and change in the language contact situation in the setting of Cyprus. The focus was on their on-line interactional practices depending on the topic of the discussion/chat, group post, interlocutor characteristics. We have analysed 500 posts (Russian, English and Greek) and relevant comments on various topics (open-access FB group). Besides, we conducted 20 interviews with the members of the FB group, who volunteered to participate, in order to have a deeper insight regarding their linguistic behaviour, language attrition and language change. It was found that the members of the group have the sense of perceived solidarity and interaction, belonging to the Russian community in Cyprus. They have a shared repertoire of code-switching, code-mixing the language resources that are available to them (Russian, English and Greek, minority/heritage and majority languages) that binds them together in mutual engagement and reflects their social identity, linguistic and cultural diversity (Flynn, 2016; Vertovec, 2007, 2014; Pavlenko, 2019). The analysis of the data showed that such factors as age, length of residence in Cyprus, age of

arrival/immigration to Cyprus, the topic of on-line interaction as well as gender of the interlocutors, social distance, hearer dominance, power, familiarity and imposition affect their on-line communication and language choice. Their individual multilingualism can be a reflection of their bilingual/multilingual identity, emotional, psychological and social needs as well as the societal or suffusive multilingualism in Cyprus (Andrews, 2014; Aronin and Singleton, 2012; Singleton and Aronin, 2019).

Online Language Coaching: The Use of English as Lingua Franca

Eleni Meletiadou (London Metropolitan University, UK) presented on *Using English as a Lingua Franca in terms of online language coaching to enhance undergraduate students' oral fluency and profess* at the EFL-AWARE Conference 2021, 3-5 December 2022, Online <https://enrich2021.eap.gr/> The use of computer-mediated activity is undeniably helpful in making the language learning process more effective and meaningful among EFL learners in terms of developing oral skills (Rondrigues & Vethamani, 2015). Current global development has provided more opportunities for educators to adopt online learning methods in helping students to be more autonomous in their foreign language learning. LSBU Business School always strives to provide opportunities for international learners to enhance their digital skills, soft skills such as effective leadership and management of self and others, teamwork and communication and EFL linguistic skills in order to develop reflective, self-aware business practitioners. It has therefore embedded online language coaching (OLC) within its curriculum to enhance students' effectiveness (Thanasoulas, 2002) and self-awareness in a team environment with respect to project management and influencing within an uncertain organisational and business environment and improve student public speaking. How online coaching and the use of English as a Lingua Franca can support multilingual students in the UK.

Parenting Practices: School-aged Children's Lifestyle Behavior Problems

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Silva-Martins, M., Canário, C., Campos, J., Abreu-Lima, I. and Cruz, O.** presented on: *Are school-aged children's lifestyle behavior problems related to specific feeding and physical activity parenting practices?* At the *EADP Summer Tour 2021 on DEVELOPMENTAL TRENDS: CONCERNS AND OPPORTUNITIES*, Polish Association of Human Development Psychology, Poland, 10 September 2021, Online, Polish Association of Human Development Psychology, Poland https://psprc.edu.pl/wp-content/uploads/2021/09/EADP2021_Abstract-Book_20210910_PL-8.pdf The work related to the objectives of WG3.

Parental Maltreatment and Neglect

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Salomão, S., Canário, C., and Cruz, O.** presented on: *Episodic memory and temporal cognition in child's narrative: a study of parental maltreatment and neglect* at the ISPCAN European Congress, Milan, Italy, June 7-11, 2021 <https://www.ispcan.org/wp-content/uploads/2021/06/Ex-Ordo-milan2021-Detailed-Programme-8th-June-2021.pdf?v=402f03a963b> The work relates to the objectives of WG3

A positive parenting approach to childhood overweight and obesity

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Silva-Martins, M., Canário, C., and Cruz, O.** presented on *A positive parenting approach to childhood overweight and obesity: Long-term effects and underlying mechanisms of change of Grou* [Poster presentation] *Ciência 2021* at the *Encontro Nacional com a Ciência e a Tecnologia*, Lisboa, Portugal, June 28-30, 2021, Online, *Ciência 2021 - Encontro Nacional com a Ciência e a Tecnologia*, Lisboa, Portugal. https://www.fct.pt/noticias/index.phtml.pt?id=664&/2021/6/Encontro_Ci%C3%Aancia_2021_dias_28,_29_e_30_de_junho The work related to the objectives of WG3

Predictors of COVID-19 related stress among parents

Ljiljana Kaliterna Lipovcan (Ivo Pilar Institute of Social Sciences, Croatia), **Andreja Brajsa-Zganec, Marija Dzida, Toni Babarovic, Zvezdana Prizmic- Larsen** presented on: *Predictors of COVID-19 related stress among parents: dyadic approach* at the *26th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD)*, 19-23 June 2022 On-site, Rhodes, Greece <https://www.issbd2022.org/program/scientific-program> During the COVID-19 pandemic, many parents had to reorganize their daily activities as they started working from home and their children switched to online classes. Changes in everyday life could endanger the well-being of parents and lead to higher levels of negative affect, changes in marital satisfaction or changes in the sharing of responsibilities related to childcare. The aim of this study was to investigate the predictors of stress experience during the COVID-19 pandemic in couples of mothers and fathers of children in middle childhood and early adolescence. More specifically, we focused on how different domains of parental wellbeing such as marriage satisfaction and experience positive and negative affect, and other family characteristics such as the division of childcare between parents predict COVID-19 related worry and perception of

life deterioration due to the COVID-19 pandemic. The research was conducted as part of the CHILD- WELL project funded by the Croatian Science Foundation. 900 pairs of mothers and fathers participated in this part of the research. Actor and partner effects were tested in structural models with latent variables. The results showed that there were no partner effects. Mothers, but not fathers, who were less satisfied with their marriage, showed higher levels of stress due to the COVID-19. Higher experience of positive affect, i.e. lower experience of negative affect in both mothers and fathers also predicted less stress. It was also investigated whether a more even distribution of childcare activities among parent predicts parental stress. It turned out that even distribution of childcare activities did not predict parental stress when parental education and employment status were included as covariates. Overall, results point to some possible risk factors for difficulties in parents' adjustment during COVID-19 pandemics. The presentation provides information of an important family issue - the relationship between parents and their children during the COVID-19 pandemic yes During the COVID-19 pandemic, many parents had to reorganize their daily activities as they started working from home and their children switched to online classes. Changes in everyday life could endanger the well-being of parents and lead to higher levels of negative affect, changes in marital satisfaction or changes in the sharing of responsibilities related to childcare.

Protective Services with Referral to Parent Education Programs

Ana Catarina Canário (Faculty of Psychology and Education Sciences of the University of Porto, Portugal), **Canário, C., Ribeiro, J., Salomão, S., Pinto, R., Nogueira, S., Cruz, A., Abreu-Lima, I., Barbosa-Ducharne, M., Henriques, M., L** presented on: *Portuguese parents followed by the protective services with referral to parent education programs: Characterizing the participants at the ISPCAN 2021 European Congress, ISPCAN, CISMAI and the Università degli Studi di Milano-Bicocca, Italy, 10 June 2021, Online <https://www.ispcan.org/wp-content/uploads/2021/06/Ex-Ordo-milan2021-Detailed-Programme-8th-June-2021.pdf?v=402f03a963ba>* The work related to the objectives of WG3.

Quality standards in family support programmes

Lucía Jiménez (University of Seville, Spain) and **Ninoslava Pecnik** presented on: *Quality standards in family support programmes. Contributions from EurofamNet at the European Social Services Conference, 8th-10th June 2022, On-site, Hamburg, Germany <https://essc-eu.org/>* EurofamNet is a pan-European family support network focused on family support policies and practices, reflecting common goals across participating countries, while recognizing the specific nature of families' cultural and socio-economic contexts within them. The aim of the network is

to inform family policies and practices towards the ultimate goal of ensuring children's rights and families' well-being. EurofamNet will do so by building collaborations between researchers, practitioners, policy-makers, children and families, public and private agencies, and general society. The coordination team will present a list of the outcomes to date, focusing on those related to quality standards in family support services and evidence-based programmes. This presentation is very relevant to the Action as it served to present the Action and its results, focusing on the outcomes related to quality standards in family support services and evidence-based programmes.

Relationship between E-Learning, Assessment and Feedback in the Context of COVID-19

Sviatlana Karpava (University of Cyprus, Cyprus) presented on *Relationship between E-Learning, Assessment and Feedback in the Context of COVID-19* at the *Virtual Conference. English Language Testing Society*, 15-16 October, 2021, Online <https://eltsociety.org/2021-virtual-conference/> This study investigates the relationship between e-assessment, feedback and learning in the context of COVID-19. It focuses on such issues as student engagement in on-line environment, the role of blogging in the development and assessment of cognitive, social and self-directed learning skills of students during a teaching methodology, teaching practicum course. The participants were 40 Cypriot Greek university students (18 to 25 years old). The analysis of the data showed that overall students had a positive attitude towards e-learning and assessment but they preferred either blended learning or face-to-face learning, especially in the post-COVID time.

Reflection, Professional Development and Underlying Psychological Dimensions of Teaching

Sviatlana Karpava (University of Cyprus) presented on: *Reflection, Professional Development and Underlying Psychological Dimensions of Teaching* at the *International Conference on Language Teaching and Learning in the 21st Century*, 22nd-23rd May 2021. (online)

https://languageconference.weebly.com/?fbclid=IwAR2ALWhEYVn8gB4ipgT0WknUDw1_pWtlmP_G2wYIAbL6KvTobmigKMcmbo Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). This study investigated the beliefs of the future EFL teachers in Cyprus about multilingualism. The participants were 40 university students (3rd and 4th year), future EFL teachers, during a teaching methodology, teaching practicum course. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The students were asked to write on-line blog entries, based on

the discussions/materials covered in class, on the topic of multilingualism in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and that it should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014), Jakisch (2014), Otwinowska (2014) and Haukas (2016).

Role of Parents' Equal Participation in Childcare Activities

Ljiljana Kaliterna Lipovcan (Ivo Pilar Institute of Social Sciences, Croatia) **Andreja Brajsa-Zganec, Marija Dzida, Ljiljana Kaliterna Lipovcan, Toni Babarovic, Zvezdana Prizmic-Larsen** presented on: *Child executive functions and school achievement: role of parents' equal participation in childcare activities* at the 26th Biennial Meeting of the International Society for the Study of Behavioural Development (ISSBD), 19-23 June 2022, On-site, Rhodes, Greece <https://www.issbd2022.org/program/scientific-program> Recently there has been some evidence that the equal sharing of childcare responsibilities among parents positively contributes to child cognitive development. Parent sharing of childcare responsibilities may serve as important mechanism for intergenerational transmission of disparities. In this research we wanted to explore whether the extent to which parents equally share different childcare activities predicts child executive functions and school achievement. Two different types of activities regarding childcare were examined. We differentiated school related responsibilities such as doing homework with child, and activities related to child leisure time such as playing with child. Research was conducted as part of CHILD-WELL study funded by Croatian Science Foundation. Overall, 900 pairs of mothers and fathers, as well as 771 teachers participated in this study. Mothers and father both reported on the extent of sharing different childcare activities. Mothers assessed child executive functions and teachers gave information about child school achievement. Two structural models with covariates were fitted in order to analyze the data. Overall, results showed that greater extent in which parents equally shared responsibilities regarding child leisure time activities positively contributed to child outcomes. These children had lower amount of executive function difficulties and higher school achievement. Although sharing responsibilities in both leisure time and school related activities were positively correlated, parents equal sharing of school related activities didn't have unique contribution in prediction of child outcomes in this study. Results are in line with other research in this area, and some possible implications of results and theoretical contributions are discussed. The presentation is about an important family issue - sharing responsibilities among parents.

Second Language Acquisition: Acoustic-Orthographic Interface in L2 English Phonology

Sviatlana Karpava (University of Cyprus) with **Elena Kkese** presented on *Acoustic-Orthographic Interface in L2 English Phonology: The Effect of Word Frequency, Concreteness and Grammatical Category* at the Phonetics and Phonology in Europe 2021 (PaPE in 2021), 21-23 June 2021, virtually organized by the Universitat Pompeu Fabra and the Universitat de Barcelona, Catalonia. <https://pape2021.upf.edu/> The present study investigated the acoustic-orthographic interface in L2 phonology by L1 Cypriot-Greek (CG) speakers. Orthographic forms representing the sounds and/or words of a language in writing can affect language learners but also perception, production, and acquisition of L2 phonology and morphology. The influence of orthography on L2 phonology, can be positive facilitating L2 acquisition and pronunciation (Escudero et al., 2008); it can be negative leading to non-nativelike pronunciation (Bassetti and Atkinson, 2015; Young-Scholten and Langer, 2015); it can have mixed or no effects (Escudero, 2015). This happens because L2 learners have already acquired the phonological system and orthographic properties of the L1 (first language) and may draw on this knowledge while acquiring the target language. Investigating this interface seems particularly interesting in the L2 classroom context. Orthographic forms are usually ignored in the classroom especially when the native and target languages involve an alphabetic system, regardless of the type of the orthographic system (transparent vs. opaque). Nonetheless, orthographic input can facilitate or hinder L2 phonological development; further, it could have mixed or no effects. Seventy L1 CG undergraduate students (40 male and 30 female; 17-27 years old; low intermediate to advanced L2 English proficiency) took part in the research. The aim was to examine whether there is an effect of L1 transfer based on the difference of vowel and consonant inventories and orthographies of CG and English as well as age, L2 English proficiency and L2 language experience on non-native speech perception and written production of L2 English sounds in a written dictation task. The task had 120 test items: 60 for vowels and 60 for consonants. There were 10 conditions for consonant sounds (6 test items each): [ð], [z], [θ], [v], [d], [ŋ], [h], [b], [g], [ʃ] and 10 conditions for vowel sounds (6 test items each): [æ], [ɜ:], [ɔ:], [i:], [u:], [ɑ:], [e], [ʌ], [ə], [ʊ]. The dictation task was split into 6 dictation sessions; 20 test items for each (10 consonant and 10 vowel test items). The test items were randomised per condition, frequency (high- and low-word frequency), number of syllables in a word (one- and two- syllables), position of the sound in a word (initial, medial, and final), grammatical category (lexical: nouns, verbs, adjectives, adverbs), word concreteness and imagery and the voice of the presenter (male, female). The findings suggest that there is an effect of L1 CG phonological and orthographic systems on L2 English vowel and consonant sound perception and written production. The most difficult consonants for perception appeared to be [ð], [θ], [ŋ], [g]. The most vulnerable for perception and production long vowels were [ɜ:], [ɑ:], [i:]. In terms of short vowels, these were

[æ], [ʌ], [ʊ]. The success of correct word transcription depends on word frequency rather than on number of syllables and sound position in a word as well as characteristics of acoustic input. The participants showed better results for nouns than other categories (nouns > verbs > adjectives/adverbs), concrete than abstract words. This could be due to the fact that concreteness affects learning, recognition memory and the speed of visual recognition, reading and spelling (Spren and Schulz, 1966; Brysbaert et al., 2014; Borghi et al., 2017). Age, L2 English proficiency, quality, and quantity of L2 English input are important factors to be taken into consideration. Overall, the study has important teaching and learning implications as language teachers and students can benefit from awareness that L2 orthographic input can support or interfere with L2 pronunciation development. L2 teachers should use L2 orthographic/written input to support student's perception and production abilities especially for difficult, novel sounds and contrasts.

Sustainable Multilingualism in EFL Classrooms

Sviatlana Karpava (University of Cyprus) presented on: *Sustainable Multilingualism in EFL Classrooms* at the 6th International Conference *SUSTAINABLE MULTILINGUALISM 2021*, Kaunas, Lithuania, June 4-5, 2021. <https://sites.google.com/view/sm2021/home?authuser=0> Due to global migration, multilingualism and multiculturalism have become the norm (Cenoz and Gorter 2015). It is important to include critical language awareness component in teacher training programs so that there is a link between theory and practice (Young, 2014; Gorter and Arocena, 2020). The outbreak of corona virus disease has affected the higher education sector. During the present crisis e-learning, teaching and assessment have been playing a significant role. This study investigates the issues of inclusive teaching/learning and assessment based on the principles of equity, equality and diversity, and critical digital literacies in EFL classrooms; student engagement and collaboration in on-line environment, the development of critical digital literacy, cognitive, social and self-directed learning skills and beliefs about multilingualism of students, future EFL teachers in Cyprus, during a teaching methodology, teaching practicum course. The students were asked to write on-line blog entries, based on the discussions/materials covered in class, on the topic of multilingualism, equity, equality and diversity, critical digital literacies in EFL classes, to express their views, perceptions of and attitudes towards multilingualism, teaching methods, approaches and techniques that can be implemented in linguistically and culturally heterogeneous classes, for inclusive teaching, learning and assessment. The analysis of the data (blog entries and comments, classroom discussions) showed that students, future EFL teachers, have a positive attitude towards multilingualism and inclusive teaching/learning/assessment and that they should be promoted. This is in line with the previous research by De Angelis (2011), Heyder and Schadlich (2014),

Jakisch (2014), Otwinowska (2014) and Haukas (2016). Please insert the text of the abstract instead of these words.

Translanguaging and Language Transmission in Young Heritage Speakers

Sviatlana Karpava (University of Cyprus, Cyprus) with **Natalia Ringblom, Anastassia Zabrodskaia** presented on: *Translanguaging and Language Transmission in Young Heritage Speakers: Two Poles of the Same Continuum?* at the 6th International Conference: ‘Crossroads of Languages and Cultures’ (CLC6), *Plurilingualism, Variation, Spaces of Literacy*, 2-5 September 2021 <http://cyprusconferences.org/clc6/> Translanguaging (TR) is a complex phenomenon that cannot be viewed in simple terms and from one perspective only and should be viewed in all its complexity. While TR practices can support and expand dynamic multilingualism and integrate a minority language into a wider context, from the other language transmission perspective TR can be highly controversial since it can enhance language change when used in more and more domains, especially when families do not make conscious choices regarding specific language management and use “laissez-faire” attitudes regarding language choice. This study investigated the TR practices of Russian-speaking parents and their children in three different linguistic environments: Cyprus, Sweden and Estonia. The data were collected using parental written questionnaires with the focus on general background, socio-economic status and language proficiency, oral semi-structured interviews and ethnographic observations, in order to get a deeper understanding of how TR practices and literacy activities are managed in multilingual Russian-speaking families in three different environments and what differences and similarities could be observed between them. By TR we mean the “flexibility of bilingual learners to take control of their own learning, to self-regulate when and how to use a language, depending on the context in which they are being asked to perform” (García and Li Wei, 2014:80). Interviews were conducted with the parents and children regarding literacy opportunities and practices, cooperation, social-emotional quality and joint literacy activities involving the child. As a non-manipulative methodology, our ethnographic participant observation aimed to observe language use in the widest possible range of situations: during joint family meals and home-cooking, indoor and outdoor entertainment activities, completing homework assignments etc. Our results show that parents in minority and immigrant contexts realised quite soon the importance of early child literacy experiences at home and tried to enhance these experiences both in Russian and in the target language of the country via (in)direct teaching and meaning-focused shared activities. While most parents wanted to preserve the quality of the Russian language and transmit it to their children, they sometimes let the children use the language that was most convenient at particular moments. In turn, some parents noted that over time more domains were replaced with the majority language, which led to language shift. We assume that while TR practices can be used in educational contexts,

parents should also be aware of the fact that a language switch can happen more quickly than they expect and, thus, it is important for parents to provide many opportunities for practising Russian as the L1. Instead of continuing to use terminology from the dominant language, it may be more appropriate to introduce the necessary terminology from the minority language to make the child familiar with it and able to use it in his/her own communication; otherwise, how to approach the school domain in the minority language will remain unknown to the children. This requires a systematic approach in order to succeed.

Underlying Language Ideologies and Commodification: Linguistic Landscapes

Natalia Ringblom, **Sviatlana Karpava** (University of Cyprus), and Anastassia Zabrodskaja presented on: *Underlying Language Ideologies and Commodification of Russian on the Example of Three European Capitals: Linguistic Landscapes of Nicosia* (Cyprus), Stockholm (Sweden) and Tallinn (Estonia). The political economy of language and space/place at the *12th Linguistic Landscape Workshop*, 1-3 September 2021, University of Gothenburg, Sweden <https://sprak.gu.se/english/research/conferences/ll12> In Sweden and Cyprus, Russian is used in immigrant communities (in the latter, Russian is the largest immigrant language). In Estonia, although it is used as an L1 among one-third of the population, Russian is a minority language and the former sociolinguistically dominant language. Linguistic landscape (LL) reflects language ideologies, statuses and perceived values. Every language use in LL is a resource that adds value to a service, the commodifying effect of language knowledge and spread. “The commodification of language confronts monolingualism with multilingualism ... and prestige with authenticity in a market where linguistic resources have gained salience and value” (Heller 2010:107). The understandings of Russian use in the public spaces of the three capitals are linked to various ideological discourses and social practices, as well as differential motivations. We have implemented a qualitative ethnographic fieldwork approach in our study. Our data take into consideration the materiality, genres, placement, surroundings and geographical distribution of signs in line with the principles of the symbolic construction of public space. In Cyprus the data come from Nicosia, a very attractive capital for prosperous Russian-speaking tourists, in Sweden the data come from Stockholm, the capital and a melting pot of multilingual immigrants (including Russian-speakers from post-Soviet space), and in Estonia the data come from Tallinn, the capital, which due to its population composition, numbers of recent migrants, ex-pats and international students might be considered de facto multilingual in a de jure monolingual society. Our analysis shows that the knowledge of Russian became crucial in service-oriented industries in Cyprus; in the framework of top-down ideological discourses, it meets more needs of a marginalised minority group than those of tourists in Stockholm and, while being a language of business, education and leisure, it is seen as a language of the (former) occupier in Tallinn.

The use of ICT in the Foreign Language Teacher Training Course

Sviatlana Karpava (University of Cyprus) presented on: *The use of ICT in the Foreign Language Teacher Training Course: Evidence from Cyprus* at the 3rd New Trends in Foreign Language Teaching. Online Conference, 19-21 MAY 2021. <https://congresos.ugr.es/newtrends3/> (online) With rapid changes in information and communication technologies (ICT), teachers need to develop digital literacy, to have a critical approach to the use of various platforms and tools in a safe, productive and efficient way (Dudeney and Hockly, 2016; Akayoğlu et al., 2020). Universities play a key role in supporting in-service and pre-service teachers regarding their professional development, especially in the new digitally-mediated social environment that has been created after the outbreak of corona virus disease (COVID-19) (Dooly and O'Dowd, 2012; Godwin-Jones, 2015). This study investigated the issues of student engagement in on-line environment, their attitudes towards Information and Communication Technology (ICT), their digital literacy practices, the development of cognitive, social and self-directed learning skills of students, future EFL teachers, during a teaching methodology, teaching practicum course. The participants were 40 university students. Their age ranges from 18 to 25 years old, their L1 is Cypriot Greek and they all reside in Cyprus. The on-line sessions via Microsoft teams were recorded and observed regarding the frequency, quantity and quality of students' participation in discussions, question-answer sessions and blogging via Blackboard. We also investigated the attitudes of the students (via questionnaires) towards e-learning and the use of digital tools. The analysis of the data showed that overall students have a positive attitude towards e-learning but they prefer either blended learning or face-to-face learning, especially in a post-COVID time. The students tend to use written mode of communication rather than oral. They believe that digital literacy practices facilitate their development as teachers and practitioners via creating on-line community in a user-friendly way. The students have the opportunity to interact more with their peers and the tutor, express their views, exchange ideas, gain new knowledge and experience, increase the level of their digital competence, especially in the current COVID situation.

Workforce Skills Used in Family Support

Ana Antunes (University of Madeira, Portugal) **Irena Aivirovic** and **Makedonka Radulovic** presented on *Revisão de livros e manuais sobre as competências dos profissionais implicados no apoio à família* at the *XI Psychology Research National Symposium [XI Simpósio Nacional de Investigação em Psicologia]* 20-22 June 2022, On-site, University of Vila Real, Portugal <http://apppsicologia.org/Snip/?fbclid> Os profissionais que trabalham no apoio à família são de formação diversa. O presente estudo decorre de uma revisão da literatura, efetuada por um subgrupo do Grupo de trabalho 4 da Ação COST EurofamNet, focada em livros e manuais sobre

as competências dos profissionais de apoio à família, tendo como objetivo sistematizar a tipologia de competências encontradas. Adotaram-se os procedimentos de uma revisão sistemática da literatura e, após uma busca online, selecionaram-se livros e manuais de algumas bases de dados (Scientific Online Knowledge Library, Google books, Macedonian National Library e JSTOR). Os descritores incluíram livros e manuais publicados em inglês, entre 1995 e 2020. Encontraram-se 50 livros/manuais com conteúdo relacionado com as competências de profissionais implicados no apoio à família, mas apenas 9 eram totalmente (ou quase) dedicados ao tema. Os assuntos gerais dos livros/manuais encontrados eram Saúde mental, Psicologia e Serviço social; e os assuntos específicos agruparam-se em Desenvolvimento do conhecimento, Investigação e prática, e Avaliação. As competências dos profissionais de suporte à família aparecem agregadas a um domínio específico e não como um domínio próprio. Poucos livros/manuais estavam especificamente centrados nas competências dos profissionais, sendo que a maioria deles dedicava um capítulo (ou mais) às competências dos profissionais. Contudo, muitas das publicações referidas não estavam integralmente disponíveis online, o que constitui uma limitação deste estudo. Não obstante, o material encontrado e analisado permite constatar a ausência de linhas orientadoras padronizadas para as competências requeridas aos profissionais nas estruturas de apoio à família. It is a product developed by a WG4 subgroup and is related to the Action report about books and handbooks related to WORKFORCE SKILLS USED IN FAMILY SUPPORT. Not related to COVID19. Not related to COVID19.
