Programme / Program

Wednesday, August 26 2015

9H00 - 10H30 Oral session 1

Isabel Alvarado

[O – DT1.2] Acquisition and processing of Japanese passives by heritage speakers and L2 learners
Yoriko Aizu

[O – DT1.3] Anxiety in interaction-driven L2 learning: A Dynamic Systems approach
Lorena Valmori

9H00 - 10H30 Oral session 2

[O – DT2.1] Musical expertise facilitates word learning in children
Eva Dittinger

[O – DT2.2] L’ACQUISITION DE LA COMPÉTENCE DISCURSIVE EN SITUATION PLURILINGUE: Implications pour la didactique du FLE au Nigeria
Omola Mercy ODU

[O – DT2.3] L’influence de l’input orthographique sur l’apprentissage de l’oral en LE: une remédiation aux problèmes de prononciation?
Clara Solier

9H00 - 10H30 Oral session 3

[O – DT3.1] L’acquisition d’une L2 : le français chez les jeunes enfants de migrants.
Emmanuelle Egginton

[O – DT3.2] L’acquisition du français des élèves alloglottes nés en France : Français langue première, co-première ou seconde ?
Karima GOUAICH

[O – DT3.3] A comparison of primary school students in Germany learning English as a second language with students learning English as third language
Sebastian Hemme

10H30 - 11H00 Pause café / Coffee break
An empirical investigation of L1 and L2 language proficiency: the case of lexical competence in B1 listening and speaking activities
Ann-Sophie Norellie

An empirical investigation of L1 and L2 language proficiency: the case of lexical competence in English listening and speaking activities at B1 CEFR level
Britta Kestemont

Transferability as a predictive factor for crosslinguistic influence
Neuser Hannah

Ambiguity between closely related languages and its influence on second language acquisition: a corpus-based study of native and learner Finnish
Kristi Pällin

Lexicogrammatical profile of Estonian as a second language on the B1 and B2 level
Mare Kitsnik

A Typological View on Subordination in Second Language Development. A Case Study on Swedish as a Second Language.
Martje Wijers

Towards a framework of fluency resources: examining how learners keep the flow of talk going
Pauliina Peltonen

The effect of IQ and personality traits on L2 oral fluency
Caitlin Ganey

Longitudinal Analysis of Teacher Guided Planning With Form-Focus on Learners’ Speaking Proficiency: A relationship between CAF and Human ratings.
CHIE OGAHA
15H30 - 16H00  Pause café / Coffee break

16H00 - 18H00  Language Learning Round Table: Second Language Acquisition and Creolization

18H30 - 19H30  Pot d’accueil - MMSH

Thursday, August 27 2015

8H00 - 9H00  Inscriptions / Registration

9H00 - 9H30  Discours d’ouverture / Opening ceremony

9H30 - 10H30  Conférence plénière / Keynote - S. Benazzo

10H30 - 11H00  Pause café / Coffee break

11H00 - 12H30  Phonetics and Phonology

[O – PHON1.1] Attrition in geminate consonant production: evidence from Farsi-English speaking Iranian-Canadian bilinguals
Yasaman Rafat, Mercadeh Mohaghegh

[O – PHON1.2] L2 acquisition of English sentence prosody by L1 Mandarin speakers
Laura Colantoni, Gabrielle Klassen, Matthew Patience, Malina Radu, Olga Tararova

Öner Özçelik

11H00 - 12H30  Lexical Issues

[O – LI1.1] ‘LOVE’ and ‘HATE’: emotion available words in adolescent EFL learners’ lexicons
Rosa Mª Jiménez-Catalán, Almudena Fernández-Fontecha

[O – LI1.2] Use of verbs to name physical transformations at different levels of second language acquisition
Anna Wawrzyniak, Stacey Callahan, Denis Hilton, Clara Martinot, Bertrand Troadeck
Does studying vocabulary in smaller sets increase learning? Effects of whole and part learning on second language vocabulary acquisition
Tatsuya Nakata

[O – ESP.1] Integrating multiword unit analysis in corpus-informed ESP wordlist
Miho Fujieda

[O – ESP.2] Semi-automated individual recasts to spark writing proficiency development in ESP
Cédric Brudermann

[O – ESP.3] Is writing a valuable technique for structural elaboration in L2 vocabulary learning?
Sarah Candry, Irina Elgort, Julie Deconinck, June Eyckmans

11H00 - 12H30 ESP

11H00 - 12H30 Processing

[O – PRO1.1] Heritage speakers’ processing of thematic roles in a picture-sentence verification task: Data from ERP studies
Sun-Young Lee, Haegwon Jeong

[O – PRO1.2] The timing of lexical and syntactic processes in L2 sentence comprehension
Holger Hopp

[O – PRO1.3] To split or not to split, that is the question! – Processing of particle verbs in L2 German
Silke Schunack

11H00 - 12H30 Individual Differences

[O – ID1.1] Individual differences in adults’ acquisition of determiner-noun agreement in a new language
Maja Curcic, Sibbe Andringa, Folkert Kuiken

[O – ID1.2] The role of individual differences in the acquisition of Polish (first exposure) by German, French, Italian, English and Dutch learners
marijanne starren

[O – ID1.3] Variables influencing the acquisition of English by young L2 learners
Kristin Kersten, Katharina Schwirz, Sebastian Hemme, Werner Greve

11H00 - 12H30 Crosslinguistic Influence

[O – CLI1.1] Influence de la L1 dans l’interprétation d’un pronom anaphorique par des natifs francophones et hispanophones apprenants de l’allemand
Sarah Schimke, Saveria Colonna, Israël de la Fuente, Barbara Hemforth

\[O – CLI1.2\] Cross-linguistic influence at the end-state of L2 acquisition: Evidence for negative transfer in the online processing of wh-questions with that-trace
Filiz Cele

\[O – CLI1.3\] Cross-linguistic influence and the dative alternation: A corpus study of English as a second language
Katja Jäschke

11H00 - 12H30  
**Phonetics and Writing**

\[O – PW.1\] The role of phonology in L2 writing
Cecilia Gunnarsson-Larby, Pierre Larby

\[O – PW.2\] The role of articulatory difficulty in native and L2 speakers of Spanish
Matthew Patience

\[O – PW.3\] Effects of word familiarity and L1-homographic spellings on phonological decoding: the case of English-speaking secondary school students learning French
ROBERT WOORE

11H00 - 12H30  
**Motion Events**

\[O – ME.1\] Representation of motion concepts in bilingual cognition
panos Athanasopoulos, Emanuel Bylund

\[O – ME.2\] Acquisition du concept de la trajectoire en français L2 par les apprenants turcs et polonais
Magdalena SOSINSKA-ERDOGAN

\[O – ME.3\] The role of immersion experience in linguistic relativity: Evidence from Korean-English speakers’ categorization of motion events
Hae In Park

11H00 - 12H30  
**Temporality**

\[O – TEM.1\] Function-Form Analyses and Variation: A New Look at Future-Time Reference in Native and Non-Native French
Aarnes Gudmestad, Amanda Edmonds, Bryan Donaldson

\[O – TEM.2\] The importance of elicitation task design in SLA research: revisiting the Aspect Hypothesis
Florence Myles, Nicole Tracy-Ventura, Laura Dominguez, Rosamond Mitchell, Maria J. Arche

\[O – TEM.3\] Learning L2 past tenses from closely related languages: L1 transfer vs aspect and interface issues
Jose Amenos-Pons, Aoihe Ahern, Pedro Guijarro-Fuentes
12H30 - 13H30 Déjeuner / Lunch

12H30 - 13H30 Session affichée / Poster session

Andido Oliveira

[P1.1.2] Prompts in a phrasal decision task for investigating L1 effects on the acquisition of L2 collocations
Junko Yamashita

[P1.1.3] L2 Learners Do Not Drop the Subject - Syntactic Prominence in L1 and L2 Incidental Vocabulary Acquisition
Denisa Bordaç, Maria Rogahn, Amit Kirschenbaum, Erwin Tschirner

[P1.1.4] Structural and inherent case in the non-native processing of Spanish: Constraints on inflectional variability
Holger Hopp, Mayra León Arriaga

[P1.1.5] The influence of caregivers’ language training competence on early child SLA in educational settings
Dieter Thoma, Christine Roth

[P1.1.6] Semantic and Grammatical Gender Agreement: Evidence from the L2-Acquisition of the German Gender System
Anja Binanzer

Miwa Morishita, Yasunari Harada, Franklin Chang

[P1.1.8] French language teachers’ understandings of the passé composé and the imparfait: A case study
Amy Clay

[P1.1.9] Analyse du syntagme nominal en français et en anglais L2 chez des apprenants libanais
Pascale El Haj

[P1.1.10] Persistent effect of auditory word repetition on L2 pronunciation improvement: Controlling the amount and quality of the input of auditory words
Kaori Sugiuara

[P1.1.11] To what extent does L2 fluency depend on articulatory speed?
Nirga de Jong, Joan C. Mora, Natalia Fullana

[P1.1.12] Do beat gestures and prosodic prominence help when acquiring novel words in a second language?
Olga Kushch, Alfonso Igualada, Pilar Prieto

[P1.1.13] Comparing Input and Output in Early Language Development of Swedish as a Foreign Language
Martje Wijers

[P1.1.14] How to measure and integrate socio-affective variables in the evaluation of CLIL
Audrey De Smet, Laurence Mettewie, Luk Van Mensel

Vaclav Brezina, Hai Xu, Richard Xiao

[Sanna Olkkonen]

[P1.1.18] Impact of creativity and control on oral production of L2 German: a closer look at production strategies
David Coulson

[Vaclav Brezina, Hai Xu, Richard Xiao]

[P1.1.19] Investigating second dialect imitation by Spanish speakers: an acoustic study
How do Japanese ESL learners perform on a test of phonological manipulation designed for English-L1 dyslexia?
David Coulson

[Hai Xu, Richard Xiao]

[P1.1.20] Nominal and Verbal Morphology Acquisition in German-Turkish Children: Evidence from an Elicited-Imitation Task
Sanna Olkkonen

[Angelika Kronert, Vanda Marijanovic, Jean-François Camps]

[P1.1.21] A Graph-theoretical Approach to Understanding Japanese EFL Learners’ Lexical Organisation and Development
Oral fluency in second language: disfluencies as signs of development?
Esperanza Ruiz-Peña

[David Coulson]

[P1.1.22] Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency
Impact of creativity and control on oral production of L2 German: a closer look at production strategies
Sanna Olkkonen

[Vaclav Brezina, Hai Xu, Richard Xiao]

[P1.1.23] The Processing of Ditransitive Verbs in Turkish-English Bilinguals
Impact of creativity and control on oral production of L2 German: a closer look at production strategies
Sanna Olkkonen

[Angelika Kronert, Vanda Marijanovic, Jean-François Camps]

[P1.1.24] Cross-linguistic influence in L3 acquisition: The production of Spanish spirants by L1 Romanian-L2 English speakers
Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency
Sanna Olkkonen

[Malina Radu]

[P1.1.25] Mediating factors for alignment in second language users of German
Impact of creativity and control on oral production of L2 German: a closer look at production strategies
Sanna Olkkonen

[Andrea Ender]

[P1.1.26] A cross-sectional acoustic study of L2 intonation patterns in 1st to 3rd year French students of English
Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency
Sanna Olkkonen

[Jason Boissin, Anne Guyot-Talbot, Emmanuel Ferragne]

[P1.1.27] The trouble with /v/: Is there a perception and production trade off with /f/ for adult native speakers of Bengali at advanced proficiency levels in L2 English?
The Processing of Ditransitive Verbs in Turkish-English Bilinguals
Sanna Olkkonen

[Jacqueline Ingham]

[P1.1.28] Costs of the Keyword Method: Cognitive Impairment Due to Confusing Semantic Links in Second Language Vocabulary Learning
Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency
Sanna Olkkonen

[Malina Radu]
Katherine Kerschen

[P1.1.29] Exploring the acquisition of prosodic competence: word stress in the speech of Polish-English bilingual children
Dariusz Zembrzuski, Marta Marecka, Magdalena Wrembel, Jakub Szewczyk, Agnieszka Otwinowska-Kasztelanic

[P1.1.30] Lexical reiteration in L2 argumentative writing: Toward a feasible assessment method of coherence
Makoto Abe

13H30 - 15H00 Phonetics and Phonology

[O – PHON2.1] Testing dual-processing theory in the context of captions, working memory capacity and orthographic differences
Susan Gass, Paula Winke, Irene Ahn

[O – PHON2.2] Access to Writing and the Acquisition of Obligatory Liaison in Second Language French
Frida Splendido, Ellenor Shoemaker, Sophie WAUQUIER, Jonas Granfeldt

[O – PHON2.3] Frequency effects in the development of pre-verbal obligatory liaison in L2 French?
Malin Ågren

13H30 - 15H00 Lexical issues

[O – LI2.1] How new L2 words become memories: lexicalization in advanced L1 Dutch learners of L2 English
Merel Keijzer, Emma Strating

[O – LI2.2] Do sign language dictionaries play a role in adult L2 sign language learners’ vocabulary knowledge development?
Mireille Vale

[O – LI2.3] Using relational co-occurrences to trace phraseo- logical development in a longitudinal corpus
Magali Paquot, Hubert Naets

13H30 - 15H00 Language Proficiency

[O – LP.1] To ‘err’ in L2 is human: How filled pauses contribute to the perception of language proficiency and foreign-accentedness.
Aleksandra Leono«czyk, Grzegorz Aperli«ski

[O – LP.2] Nonnative decomposition of inflected nouns: The role of proficiency and early/late start
Kiru Gor, Anna Chrabaszcz, Svetlana Cook

[O – LP.3] The Role of Accuracy and Complexity in SLA and Speaking Proficiency Assessment
Anders Agebjörn
13H30 - 15H00 Processing

Nick Pandža

[O – PRO2.2] Language Processing in Bilinguals: Evidence from Lexical Organization and Cognitive Control
Laura Sabourin, Michele Burkholder, Santa Vinerte, Jean-Christophe Lederc, Christie Brien

[O – PRO2.3] Aging and bilingual processing: Age-related differences in verbal and nonverbal cognitive performance between early and late bilinguals and monolinguals.
Nienke Houtzager, Kees de Bot

13H30 - 15H00 Individual differences

[O – ID2.1] Individual differences in a beginning language classroom: young adult learners in five European countries
Heather Hilton, Rebekah Rast

[O – ID2.2] Cognitive processes underlying the LLAMA language aptitude test: An introspective inquiry
Sebnem Yalcin, Sevdeger Cecen

[O – ID2.3] Language learning motivation and projected desire: An interview study with parents of young language learners
Luk Van Mensel

13H30 - 15H00 Crosslinguistic Influence

[O – CLI2.1] Word Formation in initial Polish L2: L1 transfer and input analysis
Jacopo Saturno

[O – CLI2.2] Perceptions of L2 idiom transparency as a function of knowledge of idiom meaning
Zorana Vasiljevic

[O – CLI2.3] Effects of Psycholinguistic and Developmental Trajectories on Transfer in L3 acquisition
Susan Sayehli

13H30 - 15H00 Awareness and Metalinguistics

[O – AML.1] Children’s meta-linguistic talk in bilingual kindergarten as a reflexive view on language learning and social interaction
Naomi Gorbatt, Mila Schwartz
Promoting Self-Regulation Through Collaborative Work: Insights from a Multiple Case Study of Foreign Language Learners
Yoshiyuki Nakata

The Role of Arabic-Hebrew Bilingualism in Morphological Awareness Development in Arabic and Hebrew among Young Children
Mila Schwartz, Zohar Eviatar, Haitham Taha, Ferdos Khamaisi, Hanan Assad

13H30 - 15H00 Morphology and Syntax

Hannelore Simoens, Alex Housen

From perceiving cross-linguistic similarity to positive cross-linguistic influence in inflectional morphology
Annekatrin Kaivapalu

Object clitic production by Russian–Cypriot Greek Bilingual Children
Sviatlana Karpava

13H30 - 15H00 Proficiency and Aptitude

Language proficiency as a predictor of academic success in SLA
Ineke Vedder, Folkert Kuiken

The Effects of Mode and Task Complexity on L2 Performance
Olena Vasylets, Roger Gilabert, Rosa Manchón

Variability at the start of EFL learning. A comparative study
Carmen Muñoz, Teresa Cadierno, Signe Jensen

15H00 - 16H00 Pause café / Coffee break

15H00 - 16H00 Session affichée / Poster session

16H00 - 17H30 Phonetics and Phonology

Does lexicon play a role in the development of nonnative phonological categories?
Svetlana Cook, Kir a Gor

Teaching listening in L2: Low-level decoding processes vs. high-level cognitive strategies
Myriam Piccaluga, Mélanie Calomme, Véronique Delvaux, Arianne Dubois d'Enghien, Kathy Huet, Bernard Harmegnies

"Righ' here, righ' now." Immediate pronunciation versus audio and visual corrections in second-language speech: unreleased plosives by French learners of English.
Zakaria TOUHAMI, Maelle AMAND

16H00 - 17H30 Lexical Issues

[O – LI3.1] Effects of enhanced audio-visual input on L2 learners’ explicit and tacit lexical knowledge
Maribel Montero Perez, Elke Peters, Piet Desmet

[O – LI3.2] Development of a collocation test for advanced L2 French
Fanny Forsberg Landell, Christina Lindqvist, Amanda Edmonds

[O – LI3.3] Learning words through watching television: the effect of frequency occurrence and word relevance
Elke Peters, Stuart Webb

16H00 - 17H30 Syntaxe

[O – SYN.1] Spanish unaccusative constructions with se and syntactic optionality in native and non-native oral narrations
Hector Ramirez-Cruz

[O – SYN.2] Nominal gender and agreement relation outside the DP domain in code-switching
Gloria Cocchi, Cristina Pierantozzi

[O – SYN.3] La cena es/está en la sala: copula selection with locatives in L2 Spanish
Silvia Perpinan, Itziar Moreno-Villamar, Diana Botero

16H00 - 17H30 Processing

Aafke Buyl

[O – PRO3.2] Processing of Inflected Morphology in Native and Non-Native Speakers of English
Filiz Rzaoğlu, Ayşe Gürel

[O – PRO3.3] Processing of English Question Patterns by L1 and L2 Learners and Pattern Productivity Effects
Tatiana Nekrasova-Beker

16H00 - 17H30 Individual Differences

[O – ID3.1] Validating the LLAMA aptitude tests
Vivienne Rogers, Thomas Barnett-Leigh, Clare Curry, Emma Davie
Bilingualism, Vocabulary Knowledge and IQ Scores
Zehra Ongun, Michael Daller

Attentional processing of input in different input conditions: an eye tracking study
Bimali Indrarathne, Judit Kormos

16H00 - 17H30 Methodology

Sentence Repetition Tasks in investigating children’s morpho-syntax: a study of Polish-English emergent bilinguals
Malgorzata Forys, Natalia Banasik, Jakub Szewczyk, Agnieszka Otwinowska-Kasztelanic

A new method to study natural L2 word learning in conversation
Johanna de Vos, Kristin Lemhöfer, Herbert Schriefers

Re-examining the Reactivity of Stimulated Recall in SLA Research Methodology
Binbin DAI

16H00 - 17H30 Teaching SLA

Explicit grammar instruction for young L1 English learners of German: Form-meaning mapping practice versus noticing practice
Rowena Hanan, Emma Marsden

Real(ia) Instruction: Authentic materials in the teaching of syntax-discourse constructions
Tania Leal, Roumyana Slabakova

Developing Second Language Narrative Literacy Using Concept-Based Instruction and a Division-of-labor Pedagogy
Kimberly Buescher

16H00 - 17H30 Task and Testing

Differences in Monolingual, Early Bilingual, and Late Bilingual Multiple-Choice Test Taking
Dawn Lucovich

Can monologic and dialogic task performance be measured in the same way?
Parvaneh Tavakoli

Evaluating the Impact of Autonomous Practice on Real-World Task Performance of Second Language Learners
Katharine Nielsen

16H00 - 17H30 Individual Differences
[O – ID4.1] Recognising emotions in a foreign language
Pernelle Lorette, Jean-Marc Dewaele

Elizabeth Lanza, Anne Golden

[O – ID4.3] Why we need to mind the gap: Ideal L2 and L3 selves in a globalizing world
Alastair Henry

17H30 - 18H30 Conférence pleinière / Keynote - S. Jarvis

19H30 - 20H30 Réception au pavillon Venôme / Welcome reception

Friday, August 28 2015

8H00 - 9H00 Inscriptions / Registration

9H00 - 10H00 Conférence pleinière / Keynote - C. Dimroth

10H00 - 10H30 Pause café / Coffee break

10H30 - 12H30 Verbal Interaction and Cognition

[O – VIC.1] The role of classroom discourse in the use and effectiveness of incidental focus on form
Hossein Nassaji

Kazuya Saito, Yuka Akiyama

[O – VIC.3] Interplay of semantic and discourse criteria in marking of ongoingness Evidence from narratives of L1 French-L2 English advanced learners
Monique Lambert, Christiane Stutterheim von

10H30 - 12H30 Complexity

[O – COM.1] L’accord sujet-verbe en FL2: l’impact de la complexité syntaxique et lexicale
Marie-Eve Michot

[O – COM.2] The interaction of complexity, accuracy and fluency in long-term bilinguals’ spontaneous speech productions
10H30 - 12H30 Lexical Issues

Melodie Garnier

[O – LI.4.2] Processability Theory and lexical development  
Gisela Håkansson, Catrin Norrby

[O – LI.4.3] L2 production of formulaic sequences  
Bianca Mohr, Baris Kabak

[O – LI.4.4] “Write it down and then what?” Student teachers reflect on the use of vocabulary notebooks for vocabulary acquisition and teaching  
Deborah Dubiner

10H30 - 12H30 Study Abroad

[O – SA1.1] Grammatical development during study abroad: a longitudinal comparison of different conceptual entities  
Martin Howard

[O – SA1.2] Lexical Development during Study Abroad  
Victoria Zaytseva, Imma Miralpeix, Carmen Pérez-Vidal

[O – SA1.3] The short- and long-term effects of a study abroad experience on degree of foreign accent: The case of children  
Àngels Llanes

[O – SA1.4] Does learning context have an effect on the acquisition of formulaic sequences? Comparing “study abroad” with two “at home” programs  
Raquel Serrano

10H30 - 12H30 Plurilingualism

[O – PL.1] Age and CLI: Insights from a longitudinal classroom study  
DAVID SINGLETON, Simone PFENNINGER

[O – PL.2] Valoriser les acquis lexicaux dans la langue seconde pour enseigner des langues tierces apparentées. Fréquence d’emploi et analogies  
Fabrice GILLES

[O – PL.3] SLA within and across language families: The case of Portuguese children in Switzerland  
Raphael Berthele, Amelia Lambelet, Jan Vanhove
Non-native characteristics in the ultimate grammars of highly proficient child L2 starters of English
Kholoud Al-Thubaiti

Transfert

Typology and/or proficiency? Cumulative learning experience helps understand an unknown language
Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic

The role of cognitive factors, proficiency, and age in explaining crosslinguistic influence from the L2 in L3 acquisition
Laura Sánchez

Crosslinguistic interference in simultaneous acquisition of Turkish and Italian
anna lilia proietti ergun

Interlanguage as a Composite Matrix Language: The adjectival noun phrase in the acquisition of French as an L3+
Clementine Force-Izzard

Written Comprehension

Using eye-tracking to examine L2 incidental learning of collocations from reading
Ana Pellicer-Sanchez, Anna Siyanova-Chanturia

What type of vocabulary knowledge predicts reading comprehension: word meaning recall or word meaning recognition?
Batia Laufer, Tami Levitzky-Aviad

Bridging the Gap Between Students’ L1 and L2 Writing Cultures
Gavin Brooks

Acquisition du vocabulaire à travers la lecture et l’enseignement centré sur la forme: le cas des apprenants adultes du français langue seconde à Montréal
Farzin Gazerani, Ahlem Ammar, Isabelle Montésinos-Gelet

Processing

Speech segmentation and listening comprehension in a second language: The role of bi-modal input
Tendai Charles, Danijela Trenkic

The Impact of Imposing Processing Strategies on L2 Learners’ Study of Phrases
June Eyckmans, Frank Boers, Seth Linndstromberg
[O – PRO4.3] Pay an invoice, pay a visit, pay the piper: Testing the predictions of a phraseological continuum model for processing in a second language
Henrik Gylstad

Craig Lambert, Kormos Judit

10H30 - 12H30  Thematic panel Filipovic

[THEM2.1] Language Typology in Second Language Acquisition Research: Theoretical, Methodological and Empirical Considerations
Luna Filipovic, John Hawkins, Alberto Hijazo-Gascon, Louisa Adcock

12H30 - 13H30  Déjeuner / Lunch

13H30 - 15H30  Verbal Interaction

[O – VI.1] Differential effects of explicit and implicit feedback on the acquisition of a rule-based and an item-based structure
Hanne Roothoof

Frank Boers, Julie Deconinck, Helene Stengers

[O – VI.3] From micro-analyses to macro-considerations: CALLA research outputs and their applicability
Clelia König

[O – VI.4] A Conversation Analysis of Private Speech by EFL Learners in Tasks with High Level of Difficulty
Phalangchok Wanphet

13H30 - 15H30  Sociolinguistics and Variation

[O – SV.1] Acquiring vernacular forms in a naturalistic setting: Investigating innovative quotatives in German learner English
Julia Davydova, Isabelle Buchstaller

[O – SV.2] Acquisition des langues et variations sociolinguistiques : comment les apprenants du français langue étrangère se représentent-ils le style ?
Gabriela VIANA DOS SANTOS, Jean-Pierre CHEVROT, Laurence Buson

Simona Anastasio, Rosa Russo
Ne-deletion in near-native French: Aspects of L2 sociolinguistic competence
Bryan Donaldson

Sentence final particles in English-speaking learners’ L2 Chinese grammars
Shanshan Yan

L1 transfer overridden by linguistic complexity in L2 acquisition: Evidence from L2 Chinese dao...wh-questions
Boping Yuan

The Effects of Visual Input Enhancement on the Learning of Two Chinese Homophonous Structural Particles
LI-JU SHIU, Miao Luo

Interfaces multiples et acquisition des constructions ditransitives en chinois
Xingue YU

Ab initio language learning and the summer break
Conny Opitz, Sarah Smyth

Spanish Heritage speakers and L2 Spanish learners: do writing skills differ after a semester of tailor-made courses?
Pablo Camus-Oyarzun, Sergio Adrada-Rafael

‘Let’s talk business’: The potential of CLIL instruction in the learning of discipline-specific oral language
Julia Huettner, Ute Smit

Extramural exposure - a new player in the field of second language acquisition
Liss Kerstin Sylvén

Task-repetition in EFL child oral interaction
Agurtzane Azkarai, Ainara Imaz Agirre, María del Pilar García Mayo

Shaping learners’ talk: A case in favour of tandem-teaching in CLIL
Cristina Escobar Urmeneta, Natalia Evnitskaya

To what extent does structured and practiced input neutralize L1 and L2 effects on an L3 at the initial stages of acquisition?
An Effect of Particle Placement on Comprehension of wh-Questions in L1 German-L2 English
Rebekah Rast, Marzena WATOREK, Pascale Trévisiol-Okamura, Annie-Claude Demagny

L1 Transfer and feature assembly of L2 Korean case
Rankin Tom

Rôle des langues sources, l’arabe libanais (L1) et l’anglais L2, sur l’acquisition de la détermination nominale en français L2 et L3
Pascale El Haj

13H30 - 15H30 Oral Comprehension

Perceiving L2 speech: A gating experiment with French and Tunisian listeners of different ability
Naouel Zoghlami, Heather Hilton

Nominal morphology in initial Polish L2: the effect of the L1 and input exposure
Agnieszka Latos, Jacopo Saturno, Marzena WATOREK, Christine Dimroth

Does audiovisual contextualization of L2 idioms enhance students’ comprehension and retention?
Monica Karlsson

Exploring perceived comprehensibility and actual comprehension in English as a lingua franca
Hiroko Matsuura, Mayuko Inagawa

13H30 - 15H30 Thematic panel Mardsen

L2 acquisition of grammatical meaning and the language classroom
Heather Marsden, Neal Snape, Noriaki Yusa, Mari Umeda, John Wiltshire, Kook-Hee Gil, Melinda Whong, Elena Shimanskaya, Roumyana Slabakova, Makiko Hirakawa, Marie Endo, Mayumi Shubuya, Ros Mitchell

15H30 - 16H00 Pause café / Coffee break

New approaches to cross-linguistic influence
Rosa Alonso, Terence Odlin, Jeanine Treffers-Daller, Xu Zyjian, Panos Anthisopoulos, Bastien Boutonnet
16H00 - 16H15  Remise du prix à David Singleton par Eurosla / EUROSLA distinguished award

16H15 - 17H15  Conférence plénière / Keynote - C. Bardel

17H15 - 18H15  Assemblée générale Eurosla / EUROSLA General Assembly

19H00 - 19H00  Rendez-vous bus au LPL pour une soirée / Meeting for departure

20H00 - 20H00  Soirée restaurant L’Olivier à Pertuis / Conference dinner

Saturday, August 29 2015

8H00 - 9H00  Inscriptions / Registrations

9H00 - 10H30  Lexical Issues

[O − LI5.1] The effect of assessment for learning techniques on young learners’ acquisition of vocabulary knowledge
Cornée Ferreira

[O − LI5.2] The development and validation of a practical test of word recognition for English learners
David Coulson

[O − LI5.3] The effect of erroneous guesses on contextual word learning in English as a second language
Irina Elgort

9H00 - 10H30  Classroom and Interaction

[O − CI.1] Flow in the Foreign Language Classroom
Jean-Marc Dewaele

[O − CI.2] Willingness to Communicate as the Predictor of Observed L2 Use in the Classroom
Yoko Munezane

[O − CI.3] Exploring “framing” as a feature of Task Based Language Teaching
Joshua Kraut

9H00 - 10H30  Individual Differences
[O – ID5.1] L2 Selves, Attitude and Intercultural Contact among Learners of English and Swedish in Finland
Takumi Aoyama

[O – ID5.2] How do individual differences mediate learners’ receptivity to direct and indirect written corrective feedback?
Catherine Van Beuningen, Anne Martens, Ron Oostdam

[O – ID5.3] The role of gender in language learning motivation
Janina Iwaniec

9H00 - 10H30 Semantics

Rika Plat, Wander Lowie

Manon Buysse

[O – SEM.3] La sur-utilisation : une stratégie d’acquisition d’une L2
Maria Hellerstedt

9H00 - 10H30 Usage-Based

Gabrijela Buljan, Višnja Pavičić Takač

[O – UB.2] How to contrast and maintain information in Spanish and Italian, as L1s and L2s
Salvatore Musto, Patrizia Giuliano

[O – UB.3] Incidental language learning from the learners’ viewpoint
Nadia Mifka-Profozic

9H00 - 10H30 Bilingualism and Age

[O – BLA.1] Le développement de l’espagnol L2 chez des enfants de basque L1
Ibon Manterola, Margareta Almgren

Marie-Christin Himmel, Baris Kabak

Jonas Granfeldt

9H00 - 10H30 ERPS/EEG
[O – EE.1] Electrophysiological correlates of processing Russian verbs by native and L2 speakers: the link between morphology and phonology
Anna Chrabaszcz

Kiera O’Neil, Aurélie Lagarrigue, Aaron Newman, Cheryl Frenck-Mestre

[O – EE.3] German gender in second language acquisition and first language attrition: an EEG study
Monika Schmid, Sanne Berends, Bergmann Christopher, Brouwer Susanne

9H00 - 10H30 (Dis)fluency

[O – DFL.1] Collocational competence and spoken fluency in advanced L2 users’ production of English
Pete Westbrook

[O – DFL.2] (Dis)fluency effects in the first and second language of long-term immersed bilinguals
Cornelia Lahmann, Rasmus Steinkrauss, Monika S. Schmid

[O – DFL.3] Bilingual decision making: Are L1 and L2 differences due to cognitive fluency or emotional distance?
Dieter Thoma

9H00 - 10H30 Phonetics

[O – PHON4.1] Interactions between native and non-native vowels in production: an articulatory feedback training study
Natalia Kartushina, Alexis Hervais-Adelman, Ulrich Hans Frauenfelder, Narly Golestani

[O – PHON4.2] How to Decide whether or not Two Vowels are Identical in L1 and L2? Criteria and Implications for Second Language Teaching.
Nikola Paillereau

[O – PHON4.3] Influence of non-native prosodic timing patterns onto perceived accentedness of L2 speech
Leon Polyanskaya, Mikhail Ordin

10H30 - 11H00 Pause café / Coffee break

11H00 - 12H00 Conférence plénière / Keynote - G. Pallotti