

9H00 - Registration / Inscriptions

Doctoral Workshop / Ateliers des doctorants

- 9H00 -10H30 Session 1** **Discussant / Discutante : [Camilla Bardel](#)**
 [O – DT 1.1] Acquisition du français L3 en contexte universitaire chilien: une étude des transferts syntaxiques et du rôle des langues sources dans l'acquisition
[Isabel Alvarado](#)
 [O – DT 1.2] Acquisition and processing of Japanese passives by heritage speakers and L2 learners
[Yoriko Aizu](#)
 [O – DT 1.3] Anxiety in interaction-driven L2 learning: a dynamic systems approach
[Lorena Valmori](#)
- 9H00 -10H30 Session 2** **Discussant / Discutante : [Sandra Benazzo](#)**
 [O – DT 2.1] Musical expertise facilitates word learning in children
[Eva Dittinger](#)
 [O – DT 2.2] L'acquisition de la compétence discursive en situation plurilingue: implications pour la didactique du FLE au Nigeria
[Omola Mercy Odu](#)
 [O – DT 2.3] L'influence de l'input orthographique sur l'apprentissage de l'oral en LE: une remédiation aux problèmes de prononciation?
[Clara Solier](#)
- 9H00 -10H30 Session 3** **Discussant / Discutante : [Christine Dimroth](#)**
 [O – DT 3.1] L'acquisition d'une L2 : le français chez les jeunes enfants de migrants.
[Emmanuelle Egginton](#)
 [O – DT 3.2] L'acquisition du français des élèves alloglottes nés en France : français langue première, co-première ou seconde ?
[Karima Gouaich](#)
 [O – DT 3.3] 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 Coffee break / Pause café
- 11H00 -12H30 Session 4** **Discussant / Discutante: [Scott Jarvis](#)**
 [O – DT 4.1] An empirical investigation of L1 and L2 language proficiency: the case of lexical competence in B1? Listening and speaking activities
[Ann-Sophie Noreillie](#)
 [O – DT 4.2] 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](#)
 [O – DT 4.3] Transferability as a predictive factor for crosslinguistic influence
[Neuser Hannah](#)
- 11H00 -12H30 Session 5** **Discussant / Discutante: [Maria Kihlstedt](#)**
 [O – DT 5.1] Ambiguity between closely related languages and its influence on second language acquisition: A corpus-based study of native and learner Finnish
[Kristi Pällin](#)
 [O – DT 5.2] Lexicogrammatical profile of Estonian as a second language on the B1 and B2 level
[Mare Kitsnik](#)
 [O – DT 5.3] A typological view on subordination in second language development. A case study on Swedish as a second language
[Martje Wijers](#)
- 11H00 -12H30 Session 6** **Discussant / Discutant : [Gabriel Pallotti](#)**
 [O – DT 6.1] Towards a framework of fluency resources: examining how learners keep the flow of talk going
[Pauliina Peltonen](#)
 [O – DT 6.2] The effect of IQ and personality traits on L2 oral fluency
[Caitlin Gafney](#)
 [O – DT 6.3] Longitudinal analysis of teacher guided planning with form-focus on learners' speaking proficiency: A relationship between CAF and human ratings
[Chie Ogawa](#)

12H30 -13H30 Lunch / Déjeuner

- 13H30 -18H00 *Language Learning* Round Table / Table ronde « *Language Learning* »
Second Language Acquisition and Pidginization / Creolization: Processes and Models
- 13h30 – 13h45 Introduction: [Georges Daniel Véronique](#)
- 13h45 – 14h30 Crosspollination between SSLA and genetic creolistics: What to expect?
[Salikoko S. Mufwene](#)
- 14h30 – 15h15 Language distance and language contact
[Margot Van Den Berg](#)
- 15H15 -15H45 Coffee Break / Pause café
- 15H45 -16H30 On the role of place-holders in language creation
[Tonjes Veenstra](#)
- 16h30 – 17h15 The emergence of grammar in a multi-language context
[Enoch O. Aboh](#)
- 17h15 – 17h45 Discussant: [Jeanine Treffers-Daller](#)
- 17h 45 – 18h 00 General Discussion

18H00 -19H30 Welcome drinks – MMSH

8H00 - 9H00 Registration / Inscriptions

9H00 - 9H30 Opening ceremony / Cérémonie d'ouverture

9H30 -10H30 Plenary / Conférence plénière : Sandra Benazzo

Language, protolanguage and linguistic systems in development: how can L2 studies contribute to the debate on the origin of language / Langage, protolangage et systèmes linguistiques en développement: comment les études en L2 peuvent contribuer aux débats sur l'origine du langage ?

10H30 -11H00 Coffee Break / Pause café

11H00 -12H30 Phonetics and Phonology

[O – P HON1.1] Attrition in geminate consonant production: evidence from Farsi-English speaking Iranian-Canadian bilinguals

[Yasaman Rafat](#), [Mercedeh Mohaghegh](#)

[O – P HON1.2] L2 acquisition of Default-to-Opposite-Edge stress: The case of Mongolian

[Öner Özçelik](#)

[O – P HON1.3] L2 acquisition of English sentence prosody by L1 Mandarin speakers

[Laura Colantoni](#), [Gabrielle Klassen](#), [Matthew Patience](#), [Malina Radu](#), [Olga Tararova](#)

11H00 -12H30 Lexical Issues

[O – LI1.1] 'LOVE' and 'HATE': emotion available words in adolescent EFL learners' lexicons

[Rosa M Jiméneez-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 Troadec](#)

[O – LI1.3] Does studying vocabulary in smaller sets increase learning? Effects of whole and part learning on second language vocabulary acquisition

[Tatsuya Nakata](#)

11H00 -12H30 English for Specific Purposes

[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 Bruderemann](#)

[O – ESP.3] Is writing a valuable technique for structural elaboration in L2 vocabulary learning?

[Sarah Candy](#), [Irina Elgort](#), [Julie Deconinck](#), [June Eyckmans](#)

11H00 -12H30 Processing

[O – P RO1.1] Heritage speakers' processing of thematic roles in a picture sentence verification task: Data from ERP studies

[Sun-Young Lee](#), [Haegwon Jeong](#)

[O – P RO1.2] The timing of lexical and syntactic processes in L2 sentence comprehension

[Holger Hopp](#)

[O – P RO1.3] 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](#), [Sible Andringa](#), [Folkert Kuiken](#)

[O – ID1.2] Variables influencing the acquisition of English by young L2 learners

[Kristin Kersten](#), [Katharina Schwirz](#), [Sebastian Hemme](#), [Werner Greve](#)

[O – ID2.3] Attentional processing of input in different input conditions: An eye tracking study

[Bimali Indrarathne](#), [Judit Kormos](#)

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 Jischke](#)

11H00 -12H30 Phonetics and Writing

[O – P W.1] The role of phonology in L2 writing

[Cecilia Gunnarsson-Largy](#), [Pierre Largy](#)

[O – P W.2] The role of articulatory difficulty in native and L2 speakers of Spanish

[Matthew Patience](#)

[O – P W.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 -12H00 Motion Events

[O – ME.1] The role of immersion experience in linguistic relativity: Evidence from Korean-English speakers' categorization of motion events

[Hae In Park](#)

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

[Magdalena Sosinka-Erdogan](#)

11H00 -12H30 Temporality

[O – T EM.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 – T EM.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 – T EM.3] Learning L2 past tenses from closely related languages: L1 transfer vs aspect and interface issues

[Jose Amenos-Pons](#), [Aoife Ahern](#), [Pedro Guijarro-Fuentes](#)

12H30 -13H30 Lunch AND Poster session / Déjeuner ET session poster

12H30 -13H30 Poster session/ session poster

[P 1.1.1] The Acquisition of the Depictive and the Resultative Construction by Portuguese-English Bilinguals

[Candido Oliveira](#)

[P 1.1.1] Lexical reiteration in L2 argumentative writing: Toward a feasible assessment method of coherence

[Makoto Abe](#)

[P 1.1.3] Costs of the Keyword Method: Cognitive impairment due to confusing semantic links in second language vocabulary learning

[Katherine Kerschen](#)

[P 1.1.4] 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?

[Jacqueline Ingham](#)

[P 1.1.5] A cross-sectional acoustic study of L2 intonation patterns in 1st to 3rd year French students of English

[Jason Boissin](#), [Anne Guyot-Talbot](#), [Emmanuel Ferragne](#)

[P 1.1.13] Investigating second dialect imitation by Spanish speakers: an acoustic study

[Esperanza Ruiz-Pena](#), [Yasaman Rafat](#)

[P 1.1.7] The influence of caregivers' language training competence on early child SLA in educational settings

[Dieter Thoma](#), [Christine Roth](#)

[P 1.1.5] L2 Learners do not drop the subject-syntactic prominence in L1 and L2 incidental vocabulary

[Denisa Bordag](#), [Maria Rogahn](#), [Amit Kirschenbaum](#), [Erwin Tschirner](#)

[P 1.1.10] Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency

[Simona Bora](#)

[P 1.1.11] A graph-theoretical approach to understanding Japanese EFL learners' lexical organisation and development

[Simon Fraser](#), [Noriko Aotani](#), [Naoki Sugino](#), [Kojiro Shojima](#), [Yuya Koga](#)

[P 1.1.14] Impact of creativity and control on oral production of L2 German: A closer look at production strategies

[Angelika Kronert](#), [Vanda Marijanovic](#), [Jean-François Camps](#)

[P 1.1.13] Persistent effect of auditory word repetition on L2 pronunciation improvement: Controlling the amount and quality of the input of auditory words

[Kaori Sugiura](#)

[P 1.1.14] To what extent does L2 fluency depend on articulatory speed?

[Nivja de Jong](#), [Joan C. Mora](#), [Natalia Fullana](#)

[P 1.1.15] Do beat gestures and prosodic prominence help when acquiring novel words in a second language?

[Olga Kushch](#), [Alfonso Iguualada](#), [Pilar Prieto](#)

[P 1.1.12] Analyse du syntagme nominal en français et en anglais L2 chez des apprenants libanais

[Pascale El Haj](#)

[P 1.1.9] The processing of ditransitive verbs in Turkish-English bilinguals

[Aysegul Kutlu](#), [Laura Sabourin](#), [Kumiko Murasugi](#)

[P 1.1.2] 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](#)

[P 1.1.16] How do Japanese ESL learners perform on a test of phonological manipulation designed for English-L1 dyslexia?

[David Coulson](#)

[P 1.1.6] Structural and inherent case in the non-native processing of Spanish: Constraints on inflectional variability

[Holger Hopp](#), [Mayra Leon Arriaga](#)

[P 1.1.10] How L2 proficiency interacts with implicit learning in structural priming among Japanese EFL learners

[Miwa Morishita](#), [Yasunari Harada](#), [Franklin Chang](#)

[P 1.1.15] Oral fluency in second language: disfluencies as signs of development?

[Sanna Olkkonen](#)

[P 1.1.18] How to measure and integrate socio-affective variables in the evaluation of CLIL

[Audrey De Smet](#), [Laurence Mettewie](#), [Luk Van Mensel](#)

[P 1.1.8] Cross-linguistic influence in L3 acquisition: The production of Spanish spirants by L1 Romanian-L2 English speakers

[Malina Radu](#)

[P 1.1.9] Semantic and Grammatical Gender Agreement: Evidence from the L2-Acquisition of the German Gender System

[Anja Binanzer](#)

[P 1.1.12] Nominal and verbal morphology acquisition in German-Turkish children: Evidence from an Elicited-Imitation task

[Valentina Cristante](#), [Sarah Schimke](#)

[P 1.1.7] Mediating factors for alignment in second language users of German

[Andrea Ender](#)

[P 1.1.17] Guangwai Lancaster Chinese Learner Corpus: Filling the gap in learner corpus research

[Vaclav Brezina](#), [Hai Xu](#), [Richard Xiao](#)

[P 1.1.18] Cognitive processes underlying the LLAMA language aptitude test: An introspective inquiry

[Sebnem Yalcin](#), [Sevdeger Cecen](#)

[P 1.1.3] Prompts in a phrasal decision task for investigating L1 effects on the acquisition of L2 collocations

[Junko Yamashita](#)

[P 1.1.11] French language teachers' understandings of the *passé composé* and the *imparfait*: A case study

[Amy Clay](#)

[P 1.1.16] Comparing input and output in early language development of Swedish as a foreign language

[Martje Wijers](#)

13H30 -15H00 Phonetics and Phonology

[O – P HON2.1] Access to writing and the acquisition of obligatory liaison in second language French

[Frida Splendido](#), [Ellenor Shoemaker](#), [Sophie Wauquier](#), [Jonas Granfeldt](#)

[O – P HON2.2] Frequency effects in the development of preverbal obligatory liaison in L2 French?

[Malin Agren](#)

[O – P HON2.3] "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](#)

13H30 -14H30 Lexical issues

[O – LI2.1] Do sign language dictionaries play a role in adult L2 sign language learners' vocabulary knowledge development?

[Mireille Vale](#)

[O – LI2.2] Using relational co-occurrences to trace phraseological development in a longitudinal corpus

[Magali Paquot](#), [Hubert Naets](#)

13H30 -14H30 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 Leonczyk](#), [Grzegorz Aperlinski](#)

[O – LP.2] The role of accuracy and complexity in SLA and speaking proficiency assessment

[Anders Agebjorn](#)

13H30 -15H00 Processing

[O – P RO2.1] Executive control tasks in bilingualism research: A multi-trait multi-method validity analysis of the Stroop, Simon, and ANT

[Nick Pandža](#)

[O – P RO2.2] Language processing in bilinguals: Evidence from lexical organization and cognitive control

[Laura Sabourin](#), [Michele Burkholder](#), [Santa Vinerte](#), [Jean-Christophe Leclerc](#), [Christie Brien](#)

[O – P RO2.3] Nonnative decomposition of inflected nouns: The role of proficiency and early /late start

[Kira Gor](#), [Anna Chrabaszcz](#), [Svetlana Cook](#)

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](#), [Marianne Starren](#)

[O – ID2.2] Age and CLI: Insights from a longitudinal classroom study

[David Singleton](#), [Simone Pfenninger](#)

[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 Psychotypology 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](#)

[O – AML.2] Promoting self-regulation through collaborative work: Insights from a multiple case study of foreign language learners

[Yoshiyuki Nakata](#)

[O – AML.3] 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

[O – MS.1] What Makes Learning Inflectional Morphology in a Second Language Difficult? A Cognitive Perspective

[Hannelore Simoens](#), [Alex Housen](#)

[O – MS.2] From perceiving cross-linguistic similarity to positive cross-linguistic influence in inflectional morphology

[Annekatriin Kaivapalu](#)

[O – MS.3] Object clitic production by Russian Cypriot Greek Bilingual Children

[Sviatlana Karpava](#)

13H30 -15H00 Proficiency and Aptitude

[O – P A.1] Language proficiency as a predictor of academic success in SLA

[Ineke Vedder](#), [Folkert Kuiken](#)

[O – P A.2] The effects of mode and task complexity on L2 performance

[Olena Vasylets](#), [Roger Gilabert](#), [Rosa Manchon](#)

[O – P A.3] Variability at the start of EFL learning. A comparative study

[Carmen Munoz](#), [Teresa Cadierno](#), [Signe Jensen](#)

15H00 -16H00 Coffee Break / Pause café

AND

Poster session

16H00 -17H30 Phonetics and Phonology

[O – P HON3.1] Does lexicon play a role in the development of nonnative phonological categories?

[Svetlana Cook](#), [Kira Gor](#)

[O – P HON3.2] Teaching listening in L2: Low-level decoding processes vs. high-level cognitive strategies

[Myriam Piccaluga](#), [Mélanie Calomme](#), [Véronique Delvaux](#), [Ariane Dubois d'Enghien](#), [Kathy Huet](#), [Bernard Harmegnies](#)

[O – P HON3.3] L2 production of formulaic sequences

[Bianca Mohr](#), [Baris Kabak](#)

16H00 -17H00 Lexical Issues

[O – LI3.2] Development of a collocation test for advanced L2 French

[Fanny Forsberg Lundell](#), [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 -17H00 Syntax

[O – SY N.1] La cena es /está en la sala: copula selection with locatives in L2 Spanish

[Silvia Perpiñán](#), [Itziri Moreno-Villamar](#), [Diana Botero](#)

[O – SY N.2] Nominal gender and agreement relation outside the DP domain in code-switching

[Gloria Cocchi](#), [Cristina Pierantozzi](#)

16H00 -17H00 Processing

[O – P RO3.1] The development of receptive and productive L2 grammar processing skills: Shared processing mechanisms, similar stages?

[Aafke Buyl](#)

[O – P RO3.2] Processing of inflected morphology in native and non-native speakers of English

[Filiz Rizaoglu](#), [Ayşe Gürel](#)

[O – P RO3.3] Interplay of semantic and discourse criteria in marking of ongoingness: Evidence from narratives of L1 French-L2 English advanced learners

[Monique Lambert](#), [Christiane Stutterheim](#)

16H00 -17H00 Individual Differences

[O – ID3.1] Validating the LLAMA aptitude tests

[Vivienne Rogers](#), [Thomas Barnett-Legh](#), [Clare Curry](#), [Emma Davie](#)

[O – ID3.2] Bilingualism, Vocabulary Knowledge and IQ Scores

[Zehra Ogun](#), [Michael Daller](#)

16H00 -17H30 Methodology

[O – MET.1] 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](#)

[O – MET.2] Incidental L2 vocabulary learning in dialogue

[Johanna de Vos](#), [Kristin Lemhofer](#), [Herbert Schriefers](#)

[O – MET.3] Re-examining the reactivity of stimulated recall in SLA research methodology

[Binbin Dai](#)

16H00 -17H30 Teaching and SLA

[O – T SLA.1] Explicit grammar instruction for young L1 English learners of German: Form-meaning mapping practice versus noticing practice

[Rowena Hanan](#), [Emma Marsden](#)

[O – T SLA.2] Real(ia) Instruction: Authentic materials in the teaching of syntax-discourse constructions

[Tania Leal](#), [Roumyana Slabakova](#)

[O – T SLA.3] Developing second language narrative literacy using concept-based instruction and a division-of-labor pedagogy

[Kimberly Buescher](#)

16H00 -17H30 Individual Differences

[O – ID4.1] Recognising emotions in a foreign language

[Pernelle Lorette](#), [Jean-Marc Dewaele](#)

[O – ID4.2] The importance of the self in second language learning: Identity construction in narrative discourse

[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 Plenary / Conférence plénière : Scott Jarvis

Explorations in Lexical Diversity

19H30 -20H30

Welcome reception offered by la Mairie d'Aix-en-Provence at Pavillon Vendôme

8H00 - 9H00 Registration / Inscriptions

9H30 -10H30 Plenary / Conférence plénière : Christine Dimroth

The creation of initial input Learner Varieties under controlled conditions

10H00 -10H30 Coffee Break / Pause café

10H30 -12H30 Verbal Interaction and Cognition

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

[Hossein Nassaji](#)

[O – V IC.2] Interaction, negotiation for meaning, and second language speech learning: A longitudinal study

[Kazuya Saito, Yuka Akiyama](#)

[O – V IC.3] Can monologic and dialogic task performance be measured in the same way?

[Parvaneh Tavakoli](#)**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.

[Rasmus Steinkrauss, Cornelia Lahmann, Monika S. Schmid](#)

[O – COM.3] Morphological complexity in written ESL texts

[Vaclav Brezina, Gabriele Pallotti](#)

[O – COM.4] A new perspective in analysing task effects on fluency development in L2 Mandarin

[Clare Wright, Cong Zhang](#)**10H30 -12H00 Lexical Issues**

[O – LI4.1] Should teachers pitch in? Exploring L2 knowledge of phrasal verbs

[Melodie Garnier](#)

[O – LI4.2] Processability Theory and lexical development

[Gisela Håkansson, Catrin Norrby](#)

[O – LI4.3] "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 – P L.1] Age and CLI: Insights from a longitudinal classroom study

[David Singleton, Simone Pfenninger](#)

[O – P L.2] Valoriser les acquis lexicaux dans la langue seconde pour enseigner des langues tierces apparentées. Fréquence d'emploi et analogies

[Fabrice Gilles](#)

[O – P L.3] SLA within and across language families: The case of Portuguese children in Switzerland

[Raphael Berthele, Amelia Lambelet, Jan Vanhove](#)

[O – P L.4] Non-native characteristics in the ultimate grammars of highly proficient child L2 starters of English

[Kholoud Al-Thubaiti](#)**10H30 -12H30 Transfer**

[O – TR1.1] Typology and / or proficiency? Cumulative learning experience helps understand an unknown language

[Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic](#)

[O – TR1.2] The role of cognitive factors, proficiency, and age in explaining crosslinguistic influence from the L2 in L3 acquisition

[Laura Sanchez](#)

[O – TR1.3] Crosslinguistic interference in simultaneous acquisition of Turkish and Italian

[Anna Lia Proietti Ergun](#)

[O – TR1.4] Interlanguage as a Composite Matrix Language: The adjectival noun phrase in the acquisition of French as an L3+

[Clementine Force-Izzard](#)

10H30 -12H30 Written Comprehension

[O – W C.1] Using eye-tracking to examine L2 incidental learning of collocations from reading

[Ana Pellicer-Sanchez](#), [Anna Siyanova-Chanturia](#)

[O – W C.2] What type of vocabulary knowledge predicts reading comprehension: word meaning recall or word meaning recognition

[Batia Laufer](#), [Tami Levitzky-Aviad](#)

[O – W C.3] Bridging the gap between students' L1 and L2 writing cultures

[Gavin Brooks](#)

[O – W C.4] 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](#)

10H30 -12H30 Processing

[O – P RO4.1] Speech segmentation and listening comprehension in a second language: The role of bi-modal input

[Tendai Charles](#), [Danijela Trenkic](#)

[O – P RO4.2] The Impact of imposing processing strategies on L2 learners' study of phrases

[June Eyckmans](#), [Frank Boers](#), [Seth Lindstromberg](#)

[O – P RO4.3] Pay an invoice, pay a visit, pay the piper: Testing the predictions of a phraseological continuum model for processing in a second language

[Henrik Gyllstad](#)

[O – P RO4.4] Task repetition and second language speech processing

[Craig Lambert](#), [Kormos Judit](#)

10H30 -12H30 Thematic colloquium

Language typology in Second Language Acquisition research: Theoretical, methodological and empirical considerations

Discussant: [Luna Filipović](#)

Multiple factors in Second Language Acquisition: The CASP model

[John A. Hawkins](#), [Luna Filipović](#)

Speaking in L2 but thinking in L1: Language-specific effects on memory for causation events in English and Spanish

[Luna Filipović](#)

Cross-linguistic influence in deictic motion verbs in Spanish as a second language

[Alberto Hijazo-Gascón](#)

First language education provisions in a second-language-speaking environment: How the Catalan language policy affects the first language proficiency of native English speaking children

[Louisa Adcock](#)

12H30 -13H30 Lunch / Déjeuner

13H30 -15H30 Thematic colloquium

[THEM1.1] L2 acquisition of grammatical meaning and the language classroom

Discussant: [Ros Mitchell](#)

Do SLA findings on meaning translate to the L2 classroom? The case of articles

[Neal Snape](#), [Noriaki Yusa](#), [Mari Umeda](#), [John Wiltshire](#)

The meaning of negation in classroom instruction

[Kook-Hee Gil](#), [Heather Marsden](#), [Melinda Whong](#)

What English speakers should be taught in order to re-assemble French object pronominal clitics

[Elena Shimanskaya](#), [Roumyana Slabakova](#)

Explicit instruction in L2 English adjective ordering to L1 Japanese speakers

[Makiko Hirakawa](#), [Marie Endo](#), [Mayumi Shubuya](#)

13H30 -15H30 Verbal Interaction

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

[Hanne Roothoof](#)

[O – V I.2] Error-prone and error-free exercises on verb-noun collocations

[Frank Boers](#), [Julie Deconinck](#), [Helene Stengers](#)

[O – V I.3] From micro-analyses to macro-considerations: CA-SLA research outputs and their applicability

[Clelia Konig](#)

[O – V I.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](#)

[O – SV.3] Apprendre l'italien L2 à Naples : l'expression des relations temporelles chez les apprenants ghanéens et polonais.

[Simona Anastasio](#), [Rosa Russo](#)

[O – SV.4] Ne-deletion in near-native French: Aspects of L2 sociolinguistic competence

[Bryan Donaldson](#)

13H30 -15H30 Chinese L2 / L3

[O – CHI.1] Sentence final particles in English-speaking learners' L2 Chinese grammars

[Shanshan Yan](#)

[O – CHI.2] L1 transfer overridden by linguistic complexity in L2 acquisition: Evidence from L2 Chinese daodi...wh-questions

[Boping Yuan](#)

[O – CHI.3] The effects of visual input enhancement on the learning of two Chinese homophonous structural particles

[Li-Ju Shiu](#), [Miao Luo](#)

[O – CHI.4] Interfaces multiples et acquisition des constructions ditransitives en chinois

[Xinyue Yu](#)

13H30 -14H00 Writing skills in L2

[O – SA2.1] Spanish Heritage speakers and L2 Spanish learners: do writing skills differ after a semester of tailor-made courses?

[Pablo Camus-Oyarzun](#), [Sergio Adrada-Rafael](#)

13H30 -14H30 Content and Language Integrated Learning (CLIL)

[O – CLIL.1] Shaping learners' talk: A case in favour of tandem-teaching in CLIL

[Cristina Escobar Urmeneta](#), [Natalia Evnitskaya](#)

[O – CLIL.2] Task-repetition in EFL child oral interaction

[Agurtzane Azkarai](#), [Ainara Imaz Agirre](#), [Maria del Pilar Garcia Mayo](#)

13H30 -15H30 Transfer

[O – TR2.1] To what extent does structured and practiced input neutralize L1 and L2 effects on an L3 at the initial stages of acquisition?

[Rebekah Rast](#), [Marzena WATOREK](#), [Pascale Trévisiol-Okamura](#), [Annie-Claude Demagny](#)

[O – TR2.2] An effect of particle placement on comprehension of wh-questions in L1 German-L2 English

[Rankin Tom](#)

[O – TR2.3] L1 Transfer and feature assembly of L2 Korean case

[Hyunjung Ahn](#), [Julia Herschensohn](#)

[O – TR2.4] 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

[O – OC.1] Perceiving L2 speech: A gating experiment with French and Tunisian listeners of different ability

[Naouel Zoghalmi](#), [Heather Hilton](#)

[O – OC.2] Nominal morphology in initial Polish L2: the effect of the L1 and input exposure

[Agnieszka Latos](#), [Jacopo Saturno](#), [Marzena Watorek](#), [Christine Dimroth](#)

[O – OC.3] Does audiovisual contextualization of L2 idioms enhance students' comprehension and retention?

[Monica Karlsson](#)

[O – OC.4] Exploring perceived comprehensibility and actual comprehension in English as a lingua franca

[Hiroko Matsuura](#), [Mayuko Inagawa](#)

13H30 -15H30 Thematic colloquium

[T HEM3.1] New approaches to cross-linguistic influence

Convenor: [Rosa Alonso](#)

Was there really ever a Contrastive Analysis Hypothesis ?

[Terence Odlin](#)

Can classroom learners use statistical learning ? A new perspective on motion event construal in a second language

[Jeanine Treffers-Daller](#), [Xu Zyjian](#)

Linguistic relativity and bilingualism. Behavioural and neural evidence from the domain of grammatical gender

[Panos Athanasopoulos](#), [Bastien Boutonnet](#)

15H30 -16H00 Coffee Break / Pause café

16H00 -16H15 EUROSLA Distinguished Award/ Remise du Prix Eurosla

16H15 -17H15 Plenary / Conférence plénière : [Camilla Bardel](#)

Metalinguistic knowledge and L3 learning

17H15 -18H15 EUROSLA General Assembly / Assemblée Générale d'EUROSLA

19H00 -Departure for the Conference Dinner / Départ pour le dîner de gala

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 / Différences individuelles

- [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](#)

9H30 -10H30 Semantics / Sémantique

- [O – SEM.2] The syntax-semantics interface in SLA: Clause linking in L2 French and English
[Manon Buysse](#)
- [O – SEM.3] La sur-utilisation : une stratégie d'acquisition d'une L2
[Maria Hellerstedt](#)

9H00 -10H30 Usage-Based Approaches

- [O – UB.1] Multifunctionality of the English deverbal nominal suffix *-er*: a usage-based perspective on SLA
[Gabrijela Buljan](#), [Visnja Pavicić Takac](#)
- [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](#)
- [O – BLA.2] Rhoticity in language attrition: The case of American English-German bilinguals
[Marie-Christin Himmel](#), [Baris Kabak](#)
- [O – BLA.3] The development of gender in simultaneous and successive bilingual acquisition of French – Evidence for AOA and input effects
[Jonas Granfeldt](#)

9H00 -10H30 Electrophysiology

- [O – EE.1] Electrophysiological correlates of processing Russian verbs by native and L2 speakers: the link between morphology and phonology
[Anna Chrabaszcz](#)
- [O – EE.2] ERP evidence of fast learning of a second language vocabulary: New labels and existing concepts
[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 – DF L.1] Collocational competence and spoken fluency in advanced L2 users' production of English

[Pete Westbrook](#)

[O – DF L.2] (Dis)fluency effects in the first and second language of long-term immersed bilinguals

[Cornelia Lahmann](#), [Rasmus Steinkrauss](#), [Monika S. Schmid](#)

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

[Dieter Thoma](#)

9H00 -10H30 Phonetics

[O – P HON4.1] 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 – P HON4.2] How to decide whether or not two vowels are identical in L1 and L2? Criteria and implications for second language teaching

[Nikola Paillereau](#)

[O – P HON4.3] Influence of non-native prosodic timing patterns onto perceived accentedness of L2 speech

[Leona Polyanskaya](#), [Mikhail Ordin](#)

10H30 -11H00 Coffee Break / Pause café

11H00 -12H00 Plenary /Conférence plénière : [Gabriele Pallotti](#)

Studying the role of context in SLA : Theoretical approaches, definitions and research

12H00 -12H30 Closing of the Conference / Clôture de la Conférence