9H00 - 10H30 Session 1  Discussant / Discutante: Camilla Bardel
   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 / Discutant: Scott Jarvis
   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
   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
   Paulina Peisonen
[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
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<tr>
<td>13h30</td>
<td>Language Learning Round Table / Table ronde « Language Learning »</td>
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<td>Second Language Acquisition and Pidginization / Creolization: Processes and Models</td>
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<td>13h30 – 13h45</td>
<td>Introduction: Georges Daniel Véronique</td>
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<td>13h45 – 14h30</td>
<td>Crosspollination between SSLA and genetic creolistics: What to expect?</td>
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<td>14h30 – 15h15</td>
<td>Language distance and language contact</td>
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<td>Margot Van Den Berg</td>
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<td>15h15 – 15h45</td>
<td>Coffee Break / Pause café</td>
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<td>15h45 – 16h30</td>
<td>On the role of place-holders in language creation</td>
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<td>16h30 – 17h15</td>
<td>The emergence of grammar in a multi-language context</td>
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<td>17h15 – 17h45</td>
<td>Discussant: Jeanine Treffers-Daller</td>
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<td>17h 45 – 18h 00</td>
<td>General Discussion</td>
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<td>18h00 – 19h30</td>
<td>Welcome drinks – MMSH</td>
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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

- Attrition in geminate consonant production: evidence from Farsi-English speaking Iranian-Canadian bilinguals
  Yasaman Rafat, Mercedeh Mohaghegh

- L2 acquisition of Default-to-Opposite-Edge stress: The case of Mongolian
  Öner Özçelik

- L2 acquisition of English sentence prosody by L1 Mandarin speakers
  Laura Calantoni, Gabrielle Klassen, Matthew Patience, Malina Radu, Olga Tararova

11H00 - 12H30 Lexical Issues

- ‘LOVE’ and ‘HATE’: emotion available words in adolescent EFL learners’ lexicons
  Rosa María Jiménez-Catalán, Almudena Fernández-Fontecha

- Use of verbs to name physical transformations at different levels of second language acquisition
  Anna Wawrzyniak, Stacey Callahan, Denis Hilton, Clara Martinot, Bertrand Troadec

- 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

- Integrating multiword unit analysis in corpus-informed ESP wordlist
  Miho Fujieda

- Semi-automated individual recasts to spark writing proficiency development in ESP
  Cédric Brudermann

- Is writing a valuable technique for structural elaboration in L2 vocabulary learning?
  Sarah Candinry, Irina Elgort, Julie Deconinck, June Eyckmans

11H00 - 12H30 Processing

- Heritage speakers’ processing of thematic roles in a picture sentence verification task: Data from ERP studies
  Sun-Young Lee, Haegwon Jeong

- The timing of lexical and syntactic processes in L2 sentence comprehension
  Holger Hopp

- To split or not to split, that is the question! Processing of particle verbs in L2 German
  Silke Schunack

11H00 - 12H30 Individual Differences

- Individual differences in adults’ acquisition of determiner-noun agreement in a new language
  Maja Cunic, Sible Andringa, Folkert Kuiken

- Variables influencing the acquisition of English by young L2 learners
  Kristin Kersten, Katharina Schwarz, Sebastian Hemme, Werner Greve

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

11H00 - 12H30 Crosslinguistic Influence

- Influence de la L1 dans l’interprétation d’un pronom anaphorique par des natifs francophones et hispanophones appartenant de l’allemand
  Sarah Schimke, Saveria Colonna, Israel de la Fuente, Barbara Hemforth

- 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

- Cross-linguistic influence and the dative alternation: A corpus study of English as a second language
  Sarah Schimke, Saveria Colonna, Israel de la Fuente, Barbara Hemforth
11H00 - 12H30 Phonetics and Writing

- The role of phonology in L2 writing
  Cecilia Gunnarsson-Largy, Pierre Largy
- The role of articulatory difficulty in native and L2 speakers of Spanish
  Matthew Patience
- 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

- The role of immersion experience in linguistic relativity: Evidence from Korean-English speakers' categorization of motion events
  Hae In Park
- Acquisition du concept de la trajectoire en français L2 par les apprenants turcs et polonais
  Magdalena Sosinka-Erdogan

11H00 - 12H30 Temporality

- Function-Form Analyses and Variation: A New Look at Future-Time Reference in Native and Non-Native French
  Aarnes Gudmestad, Amanda Edmonds, Bryan Donaldson
- 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
- Learning L2 past tenses from closely related languages: L1 transfer vs aspect and interface issues
  Jose Amenos-Pons, Aofie Ahern, Pedro Guijarro-Fuentes

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

- The Acquisition of the Depictive and the Resultative Construction by Portuguese-English Bilinguals
  Candido Oliveira
- Lexical reiteration in L2 argumentative writing: Toward a feasible assessment method of coherence
  Makoto Abe
- Costs of the Keyword Method: Cognitive impairment due to confusing semantic links in second language vocabulary learning
  Katherine Kerschen
- 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
- A cross-sectional acoustic study of L2 intonation patterns in 1st to 3rd year French students of English
  Jason Boinisin, Anne Guyot-Talbot, Emmanuelle Ferragne
- Investigating second dialect imitation by Spanish speakers: an acoustic study
  Esperanza Ruiz-Pena, Yasaman Rafat
- The influence of caregivers’ language training competence on early child SLA in educational settings
  Dieter Thoma, Christine Roth
- L2 Learners do not drop the subject-syntactic prominence in L1 and L2 incidental vocabulary
  Osmara Cardenas, Maria Ragahn, Amit Kirschenbaum, Erwin Tschirner
- Set the stage! Looking at the effect of drama-based approaches on L2 oral accuracy, complexity and fluency
  Simona Bora
- A graph-theoretical approach to understanding Japanese EFL learners’ lexical organisation and development
  Simon Fraser, Noriko Aotani, Naoki Sugino, Kojiro Shojima, Yuya Koga
- Impact of creativity and control on oral production of L2 German: A closer look at production strategies
  Angelika Krontert, Vanda Marjanovic, Jean-François Camps
- Persistent effect of auditory word repetition on L2 pronunciation improvement: Controlling the amount and quality of the input of auditory words
  Kaori Sugiyama
- To what extent does L2 fluency depend on articulatory speed?
  Ninja de Jong, Joan C. Mora, Natalia Fullana
- Do beat gestures and prosodic prominence help when acquiring novel words in a second language?
  Olga Kushch, Alfonso Igualada, Pilar Prieto
- Analyse du syntagme nominal en français et en anglais L2 chez des apprenants libanais
  Simon Fraser, Noriko Aotani, Naoki Sugino, Kojiro Shojima, Yuya Koga
Pascale El Haj  
[P 1.1.9] The processing of ditransitive verbs in Turkish-English bilinguals  
Aysegul Kutlu, Laura Sabourin, Kumiko Murasugi

Dariusz Zembrzuk, Marta Marecka, Magdalena Wrembel, Jakub Szewczyk, Agnieszka Otwinowska-Kaszelska  
[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  
Malina Radu, Mayra Leon Arрисага

[P 1.1.10] How L2 proficiency interacts with implicit learning in structural priming among Japanese EFL learners  
Miwa Morishita, Yasunari Harada, Franklin Chang

Sanna Olkkonen  
[P 1.1.18] How to measure and integrate socio-affective variables in the evaluation of CLIL  
Audrey De Smet, Laurence Mettwiec, 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, Seydeger 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 − L2.1] Do sign language dictionaries play a role in adult L2 sign language learners’ vocabulary knowledge development?  
Mireille Vale

[O − L2.2] 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 R02.1) Executive control tasks in bilingualism research: A multi-trait multi-method validity analysis of the Stroop, Simon, and ANT
Nick Pandža

(O – P R02.2) Language processing in bilinguals: Evidence from lexical organization and cognitive control
Laura Sabourin, Michele Burkholder, Santa Vinerte, Jean-Christophe Leclerc, Christie Brien

(O – P R02.3) 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 Garbatt, 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

Hannelore Simoens, Alex Housen

(O – MS.2) From perceiving cross-linguistic similarity to positive cross-linguistic influence in inflectional morphology
Annekatrin 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’Erghien, Kathy Huet, Bernard Harmegnies
(O - P HON3.3) L2 production of formulaic sequences
Bianca Mohr, Baris Kabak

16H00 - 16H30 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 Perpíñán, Itziar 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
Fila Rizzoli, Ayşe Gürün
(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 Ongun, 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 Fors, Natalia Banasik, Jakub Szwaczyn, Agnieszka Otwinowska-Kasztein
(O - MET.2) Incidental L2 vocabulary learning in dialogue
Johanna de Vos, Kristin Lemoher, 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(la) 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
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
Rasmus Steinkrauss, Cornelia Lahmann, Monika S. Schmid
Vaclav Brezina, Gabriele Pallotti
[O – COM.4] A new perspective in analysing task effects on fluency development in L2 Mandarin
Claire Wright, Cong Zhang

10H30 -12H30 Lexical Issues
Melodie Garnier
[O – LI4.2] Processability Theory and lexical development
Gisela Hákansson, Catrin Norry
[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 – 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
[O – PL.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 Mieszowska, Agnieszka Otwinowska-Kasztelanicka
[O – TR1.2] The role of cognitive factors, proficiency, and age in explaining crosslinguistic influence from the L2 in L3 acquisition
Laura Sánchez

[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 – WC.1] Using eye-tracking to examine L2 incidental learning of collocations from reading
Ana Pellicer-Sanchez, Anna Siyanova-Chanturia

[O – WC.2] What type of vocabulary knowledge predicts reading comprehension: word meaning recall or word meaning recognition
Batia Laufer, Tami Levitzky-Aviad

[O – WC.3] Bridging the gap between students’ L1 and L2 writing cultures
Gavin Brooks

Farzin Gazerani, Ahlem Ammar, Isabelle Montésinos-Gelet

10H30 -12H30 Processing

[O – PRO4.1] Speech segmentation and listening comprehension in a second language: The role of bi-modal input
Tendai Charles, Daniela Trenkic

[O – PRO4.2] The Impact of imposing processing strategies on L2 learners’ study of phrases
June Eyckmans, Frank Boers, Seth Lindstromberg

[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 Gyllstad

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 Roothooft
[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 Kong
[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
Simona Anastasio, Rosa Russo
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 Iman 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
Hyonjung 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 Zoghlami, 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

[THEM3.1] 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

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

9H00 - 10H30 Semantics / Sémantique

Manon Buysse

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

9H00 - 10H30 Usage-Based Approaches

Gabrijela Buljan, Visnja Pavčić 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

Marie-Christin Himmel, Baris Kabak

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

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