

Thursday, August 27										
Registration										
Room 1/Salle 1	Room 2/Salle 2	Room 3/Salle 3	Room 4/Salle 4	Room 5/Salle 5	Room 6/Salle 6	Room 7/Salle 7	Room 8/Salle 8	Room 9/Salle 9		
9h00-9h30 <span style="float: right;">Opening ceremony</span>										
9h30h-10h30 <span style="text-align: center;">Conférence plénière - Sandra Benazzo : " Language, protolanguage and linguistic systems in development: how can L2 studies contribute to the debate on the origin of language?"</span>										
10h30-11h00 <span style="float: right;">Coffee break</span>										
Phonetics and Phonology	Lexical Issues	English for Specific Purposes	Processing	Individual Differences	Crosslinguistic Influence	Phonetics and Writing	Motion Events	Temporality		
11h00-11h30	[O – P HON1.1] Attrition in geminate consonant production: evidence from Farsi-English speaking Iranian-Canadian bilinguals - Yasaman Rafat, Mercedes Mohaghegh	[O – L1.1] 'LOVE' and 'HATE': emotion available words in adolescent EFL learners' lexicons Rosa Ma Jiménez-Catalan, Almudena Fernandez-Fontecha	[O – ESP.1] Integrating multiword unit analysis in corpus-informed ESP wordlist - Milho Fujieda	[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 – ID1.1] Individual differences in adults' acquisition of determiner-noun agreement in a new language - Maja Curcic, Sible Andringa, Folkert Kuiken	[O – CL1.1] 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 – P W.1] The role of phonology in L2 writing - Cecilia Gunnarsson-Largy, Pierre Largy	[O – ME.1] The role of immersion experience in linguistic relativity: Evidence from Korean-English speakers' categorization of motion events - Hae In Park	[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	11h00-11h30
11h30-12h00	[O – P HON1.2] L2 acquisition of default-to-opposite-edge stress: the case of Mongolian - Oner Özçelik	[O – L1.2] 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 – ESP.2] Semi-automated individual recasts to spark writing proficiency development in ESP - Cédric Brudermann	[O – P RO1.2] The timing of lexical and syntactic processes in L2 sentence comprehension - Holger Hopp	[O – ID1.2] Variables influencing the acquisition of English by young L2 learners - Kristin Kersten, Katharina Schwirz, Sebastian Hemme, Werner Greve	[O – CL1.2] 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 – P W.2] The role of articulatory difficulty in native and L2 speakers of Spanish - Matthew Patience	[O – ME.2] Acquisition du concept de la trajectoire en français L2 par les apprenants turcs et polonais - Magdalena Sosinka-Erdogan	[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	11h30-12h00
12h00-12h30	[O – P HON1.3] L2 acquisition of English sentence prosody by L1 Mandarin speakers - Laura Colantoni, Gabrielle Klassen, Matthew Patience, Malina Radu, Olga Tararova	[O – L1.3] Does studying vocabulary in smaller sets increase learning? Effects of whole and part learning on second language vocabulary acquisition - Tatsuya Nakata	[O – ESP.3] Is writing a valuable technique for structural elaboration in L2 vocabulary learning? - Sarah Candry, Inna Elgort, Julie Deconinck, June Eyckmans	[O – P RO1.3] To split or not to split, that is the question! Processing of particle verbs in L2 German - Silke Schunack	[O – ID1.3] Attentional processing of input in different input conditions: an eye tracking study - Bimali Indrathathne, Judith Kormos	[O – CL1.3] Cross-linguistic influence and the dative alternation: A corpus study of English as a second language - Katja Jischke	[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	[O – T EM.3] Learning L2 past tenses from closely related languages: L1 transfer vs aspect and interface issues - Jose Aménos-Pons, Aoife Ahern, Pedro Gujjarro-Fuentes		12h00-12h30
12h30-13h30 <span style="float: right;">Lunch + Posters session</span>										
Phonetics and Phonology	Lexical Issues	language proficiency	Processing	Individual differences	Crosslinguistic Influence	Awareness and Metalinguistics	Morphology and Syntax	Proficiency and Aptitude		
13h30-14h00	[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 – L1.2] Do sign language dictionaries play a role in adult L2 sign language learners' vocabulary knowledge development - Mireille Vale	[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 – P RO2.1] Executive control tasks in bilingualism research: A multi-trait multi-method validity analysis of the Stroop, Simon, and ANT - Nick Pandza	[O – ID2.1] Individual differences in a beginning language classroom: young adult learners in five European countries - Heather Hilton, Rebekah Rast, Marianne Starren	[O – CL1.2] Word Formation in initial Polish L2: L1 transfer and input analysis - Jacopo Saturno	[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 – MS.1] What makes learning inflectional morphology in a second language difficult? A cognitive perspective - Hannelore Simoens, Alex Housen	[O – P A.1] Language proficiency as a predictor of academic success in SLA - Ineke Vedder, Folkert Kuiken	13h30-14h00
14h00-14h30	[O – P HON2.2] Frequency effects in the development of preverbal obligatory liaison in L2 French? - Malin Agren	[O – L1.3] Using relational co-occurrences to trace phraseological development in a longitudinal corpus - Magali Paquot, Hubert Naets	[O – LP.1] The role of accuracy and complexity in SLA and speaking proficiency assessment - Anders Agebjorn	[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 – ID2.2] Age and CLI: Insights from a longitudinal classroom study - David Singleton, Simone Pfenninger	[O – CL1.2] Perceptions of L2 idiom transparency as a function of knowledge of idiom meaning - Zorana Vasiljevic	[O – AML.2] Promoting self-regulation through collaborative work: insights from a multiple case study of foreign language learners - Yoshiyuki Nakata	[O – MS.2] From perceiving cross-linguistic similarity to positive cross-linguistic influence in inflectional morphology - Annekatrin Kaivapalu	[O – P A.2] The effects of mode and task complexity on L2 performance - Olena Vasylets, Roger Gilbert, Rosa Manchon	14h00-14h30

14h30-15h00	[O – P HON2.3] "Right' here, right' now." Immediate pronunciation versus audio and visual corrections in second-language speech: unreleased plosives by French learners of English - Zakaria Touhami, Maelle Amand			[O – P RO2.3] Nonnative decomposition of inflected nouns: The role of proficiency and early/late start - Kira Gor, Anna Chrabaszcz, Svetlana Cook	[O – ID2.3] Language learning motivation and projected desire: An interview study with parents of young language learners - Luk Van Mensel	[O – CL2.3] Effects of psychotopy and developmental trajectories on transfer in L3 acquisition - Susan Sayehli	[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	[O – MS.3] Object clitic production by Russian Cypriot Greek bilingual children - Sviatlana Karpava	[O – P A.3] Variability at the start of EFL learning. A comparative study - Carmen Munoz, Teresa Cadierno, Signe Jensen	14h30-15h00
15h00-16h00	<b>Coffee break + posters session</b>									15h00-16h00
	<b>Phonetics and Phonology</b>	<b>Lexical Issues</b>	<b>Syntax</b>	<b>Processing</b>	<b>Individual Differences</b>	<b>Methodology</b>	<b>Teaching and SLA</b>		<b>Individual Differences</b>	
16h00-16h30	[O – P HON3.1] Does lexicon play a role in the development of nonnative phonological categories? - Svetlana Cook, Kira Gor	[O – LI3.2] Development of a collocation test for advanced L2 French - Fanny Forsberg Lundell, Christina Lindqvist, Amanda Edmonds	[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 – P RO3.1] The development of receptive and productive L2 grammar processing skills: shared processing mechanisms, similar stages? - Aafke Buyl	[O – ID3.1] Validating the LLAMA aptitude tests - Vivienne Rogers, Thomas Barnett-Leigh, Clare Curry, Emma Davie	[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 – 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 – ID4.1] Recognising emotions in a foreign language - Pernelle Lorette, Jean-Marc Dewaele	16h00-16h30
16h30-17h00	[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 – LI3.3] Learning words through watching television: the effect of frequency occurrence and word relevance - Elke Peters, Stuart Webb	[O – SY N.2] Nominal gender and agreement relation outside the DP domain in code-switching - Gloria Cocchi, Cristina Pierantozzi	[O – P RO3.2] Processing of inflected morphology in native and non-native speakers of English - Filiz Rizooglu, Ayşe Gürel	[O – ID3.2] Bilingualism, vocabulary knowledge and IQ scores I - Zehra Ongun, Michael Daller	[O – MET.2] Incidental L2 vocabulary learning in dialogue - Johanna de Vos, Kristin Lemhofer, Herbert Schriefers	[O – T SLA.2] Real(ia) Instruction: authentic materials in the teaching of syntax-discourse constructions - Tania Leal, Roumyana Slabakova		[O – ID4.2] The importance of the self in second language learning: Identity construction in narrative discourse - Elizabeth Lanza, Anne Golden	16h30-17h00
17h00-17h30	[O – P HON3.3] L2 production of formulaic sequences - Bianca Mohr, Baris Kabak			[O – PRO3.3] 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 Stutterheim		[O – MET.3] Re-examining the reactivity of stimulated recall in SLA research methodology - Binbin Dai	[O – T SLA.3] Developing second language narrative literacy using concept-based instruction and a division-of-labor pedagogy - Kimberly Buescher		[O – ID4.3] Why we need to mind the gap: Ideal L2 and L3 selves in a globalizing world - Alastair Henry	17h00-17h30
17h30-18h30	<b>Conférence plénière - Scott Jarvis : "Explorations in lexical diversity"</b>									17h30-18h30
19h30-20h30	<b>Welcome reception at Pavillon Vendôme</b>									19h30-20h30