

	Friday, August 28									
	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	
9h00-10h00	Conférence plénière - Christine Dimroth : "The creation of initial input learner varieties under controlled conditions"									9h00-10h00
10h00-10h30	Coffee break									10h00-10h30
10h30-11h00	Verbal Interaction and Cognition	Complexity	Lexical Issues	Study Abroad	Plurilingualism	Transfer	Written Comprehension	Processing	Thematic colloquium	10h30-11h00
	[O – V IC.1] The role of classroom discourse in the use and effectiveness of incidental focus on form - Hossein Nassaji	[O – COM.1] L'accord sujet-verbe en FL2: l'impact de la complexité syntaxique et lexicale - Marie-Eve Michot	[O – LI4.1] Should teachers pitch in? Exploring L2 knowledge of phrasal verbs - Melodie Garnier	[O – SA1.1] Grammatical development during study abroad: a longitudinal comparison of different conceptual entities - Martin Howard	[O – P L.1] Age and CLIL insights from a longitudinal classroom study - David Singleton, Simone Pfenninger	[O – TR1.1] Typology and / or proficiency? Cumulative learning experience helps understand an unknown language - Karolina Mieszkowska, Agnieszka Otwinowska-Kasztelanic	[O – W C.1] Using eye-tracking to examine L2 incidental learning of collocations from reading - Ana Pellicer-Sanchez, Anna Siyanova-Chanturia	[O – P RO4.1] Speech segmentation and listening comprehension in a second language: The role of bi-modal input - Tendai Charles, Danijela Trenkic	Language typology in second language acquisition research: theoretical, methodological and empirical considerations  Discussant: Luna Filipović	
11h00-11h30	[O – V IC.2] Interaction, Negotiation for Meaning, and Second Language Speech Learning: A Longitudinal Study - Kazuya Saito, Yuka Akiyama	[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 – LI4.2] Processability Theory and lexical development - Gisela Häkansson, Catrin Norrby	[O – SA1.2] Lexical development during study abroad - Victoria Zaytseva, Imma Miralpeix, Carmen Pérez-Vidal	[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 – TR1.2] The role of cognitive factors, proficiency, and age in explaining crosslinguistic influence from the L2 in L3 acquisition - Laura Sanchez	[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 – P RO4.2] The impact of imposing processing strategies on L2 learners' study of phrases - June Eyckmans, Frank Boers, Seth Lindstromberg	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	11h00-11h30
	[O – V IC.3] Can monologic and dialogic task performance be measured in the same way? - Parvaneh Tavakoli	[O – COM.3] Morphological complexity in written ESL texts - Vaclav Brezina, Gabriele Pallotti	[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	[O – SA1.3] The short-and long-term effects of a study abroad experience on degree of foreign accent: the case of children - Angels Llanes	[O – P L.3] SLA within and across language families: the case of Portuguese children in Switzerland - Raphael Berthele, Amelia Lambelet, Jan Vanhove	[O – TR1.3] Crosslinguistic interference in simultaneous acquisition of Turkish and Italian - Anna Lia Proietti Ergun	[O – W C.3] Bridging the gap between students' L1 and L2 writing cultures - Gavin Brooks	[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	Cross-linguistic Influence in deictic motion verbs in Spanish as a second language - Alberto Hijazo Gascón	11h30-12h00
12h00-12h30		[O – COM.4] A new perspective in analysing task effects on fluency development in L2 Mandarin - Clare Wright, Cong Zhang		[O – SA1.4] Does learning context have an effect on the acquisition of formulaic sequences? Comparing "study abroad" with two "at home" programs / X - Raquel Serrano	[O – P L.4] Non-native characteristics in the ultimate grammars of highly proficient child L2 starters of English - Kholoud Al-Thubaiti	[O – TR1.4] Interlanguage as a composite matrix language: the adjectival noun phrase in the acquisition of French as an L3+ - Clementine Force-Izzard	[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	[O – P RO4.4] Task repetition and second language speech processing - Craig Lambert, Kormos Judit	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	12h00-12h30
	Lunch									12h30-13h30
13h30-14h00	Verbal Interaction	Sociolinguistics and Variation	Chinese L2 / L3	Writing skills in L2	Content and Language Integrated Learning (CLIL)	Transfer	Oral Comprehension	Thematic colloquium	Thematic colloquium	13h30-14h00
	[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 – SV.1] Acquiring vernacular forms in a naturalistic setting: Investigating innovative quotatives in German learner English - Julia Davydova, Isabelle Buchstaller	[O – CHI.1] Sentence final particles in English-speaking learners' L2 Chinese grammars - Shanshan Yan	[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	[O – CLIL.1] Shaping learners' talk: a case in favour of tandem-teaching in CLIL - Cristina Escobar Urmeneta, Natalia Evnitskaya	[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 – OC.1] Perceiving L2 speech: a gating experiment with French and Tunisian listeners of different ability - Naouel Zoghliani, Heather Hilton	[T HEM3.1] New approaches to cross-linguistic influence  Convenor : Rosa Alonso  Was there really ever a contrastive analysis hypothesis? - Terence Odlin	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	
14h00-14h30	[O – V I.2] Error-prone and error-free exercises on verb-noun collocations - Frank Boers, Julie Deconinck, Helene Stengers	[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 – CHI.2] L1 transfer overridden by linguistic complexity in L2 acquisition: Evidence from L2 Chinese daodi...wh-questions - Boping Yuan		[O – CLIL.2] Task-repetition in EFL child oral interaction - Agurtzane Azkarai, Ainara Imaz Agirre, Maria del Pilar Garcia Mayo	[O – TR2.2] An effect of particle placement on comprehension of wh-questions in L1 German-L2 English - Rankin Tom	[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	Can classroom learners use statistical learning? A new perspective on motion event construal in a second language - Jeanine Treffers-Daller, Xu Zijian	Linguistic relativity and bilingualism. Behavioural and neural evidence from the domain of grammatical gender - Panos Athanasopoulos, Bastien Boutonnet	14h00-14h30
		[O – V I.3] From micro-analyses to macro-considerations: CA-SLA research outputs and their applicability - Clelia Konig	[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 – CHI.3] The effects of visual input enhancement on the learning of two Chinese homophonous structural particles - Li-Ju Shiu, Miao Luo		[O – TR2.3] LI Transfer and feature assembly of L2 Korean case - Hyunjung Ahn, Julia Herschensohn	[O – OC.3] Does audiovisual contextualization of L2 idioms enhance students' comprehension and retention? - Monica Karlsson		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 language	14h30-15h00

15h00-15h30	[O – V I.4] A Conversation analysis of private speech by EFL learners in tasks with high level of difficulty - <a href="#">Phalangchok Wanphet</a>	[O – SV.4] <i>Ne</i> -deletion in near-native French: aspects of L2 sociolinguistic competence - <a href="#">Bryan Donaldson</a>	[O – CH1.4] Interfaces multiples et acquisition des constructions ditransitives en chinois - <a href="#">Xinyue Yu</a>			[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 - <a href="#">Pascale El Haj</a>	[O – OC.4] Exploring perceived comprehensibility and actual comprehension in English as a lingua franca - <a href="#">Hiroko Matsuura</a> , <a href="#">Mayuko Inagawa</a>		Abstracts relating to L2 speakers - <a href="#">Makiko Hirakawa</a> , <a href="#">Marie Endo</a> , <a href="#">Mayumi Shubuya</a>	15h00-15h30
15h30-16h00	Coffee break									15h30-16h00
16h00-16h15	EUROSLA Distinguished Award									16h00-16h15
16h15-17h15	Conférence plénière - <a href="#">Camilla Bardel</a> : "Metalinguistic knowledge and L3 learning"									16h15-17h15
17h15-18h15	EUROSLA General Assembly / Assemblée Générale									17h15-18h15
19h00	Rendez-vous Bus to dinner									19h00
20h00	Soirée Restaurant l'Olivier - Pertuis									20h00