EUROSLA 29 PROGRAMME OVERVIEW

Time	Wed Aug. 28, 2019	Thu Aug. 29, 2019	Fri Aug. 30, 2019	Sat. Aug. 31, 2019	Time
8.30 –	Registration	Registration	Registration		– 8.30
8.45 –					– 8.45
9.00 –	Doctoral Workshops #1	Conference opening	Plenary #3	Parallel Sessions #7	– 9.00
9.15 –		Plenary #1			– 9.15
9.30 –					– 9.30
9.45 –					– 9.45
10.00 –	Coffee Break		Coffee Break		– 10.00
10.15 –	Doctoral Workshops #2	Coffee Break	Poster Session #2		– 10.15
10.30 –		Poster Session #1		Coffee Break	– 10.30
10.45 –					– 10.45
11.00 –				Parallel Sessions #8	– 11.00
11.15 –	Coffee Break				– 11.15
11.30 –	Doctoral Workshops #3		Parallel Sessions #4		– 11.30
11.45 –		Parallel Sessions #1			– 11.45
12.00 –				Break	– 12.00
12.15 –				Plenary #4	– 12.15
12.30 –	Lunch		Lunch		– 12.30
12.45 –		Lunch			– 12.45
13.00 –					– 13.00
13.15 –				Conference closing	– 13.15
13.30 –	Language Learning Roundtable				– 13.30
13.45 –		Parallel Sessions #2	Parallel Sessions #5		– 13.45
14.00 –					– 14.00
14.15 –					– 14.15
14.30 –					– 14.30
14.45 –					– 14.45
15.00 –					– 15.00
15.15 –		Coffee Break	Coffee Break		– 15.15
15.30 –	Coffee Break				– 15.30
15.45 –		Parallel Sessions #3	Parallel Sessions #6		– 15.45
16.00 –	Language Learning Roundtable				– 16.00
16.15 –					– 16.15
16.30 –					– 16.30
16.45 –		Break			– 16.45
17.00 –		EuroSLA Distinguished Scholar Award			– 17.00
17.15 –		Plenary #2	Break		– 17.15
17.30 –			EuroSLA Annual General Meeting		– 17.30
17.45 –			Student Stipend Award		– 17.45
18.00 –					– 18.00
18.15 –	EuroSLA Executive Committee Meeting				– 18.15
18.30 –	Closed				– 18.30
18.45 –					– 18.45
19.00 –		Welcome Reception University Aula	Conference Dinner *Skissernas museum*		– 19.00
19.15 –					– 19.15
19.30 –					– 19.30
19.45 –					– 19.45
20.00 –					– 20.00
20.15 –					– 20.15
Time					

Time	Wed Aug. 28, 2019			
8.30 –9.00	Registration			
9.00-12.30	Doctoral Workshops			
	Session 1 Room B240	Session 2 Room B237	Session 3 Room B251	Session 4 Room B339
9.00 – 9.30	*Carlos Andres Rico Castillo* Variability and complexification in L2 writing development: A longitudinal case study	*Jeanne McGill** Do words matter? How lexical input can influence syntax in L3 Swedish	*Alexandra Schurz* From classroom to home: Blurred borders between these learning environments and the impact on implicit and explicit grammatical knowledge	*Andreas Bengtsson* Language learning and usage outside of the classroom: A longitudinal investigation of the connection between extramural activities and proficiency
	Discussant:	Discussant:	Discussant:	Discussant:
9.30 – 10.00	*Clara Palm* Discourses of second language writing within the Swedish adult education	*Anika Lloyd-Smith* Perceived accent in early bilinguals speaking L3 English: What drives transfer from the heritage language?	*Mara van der Ploeg* Implicit and explicit language learning in seniors: a new methodology and some preliminary findings	*Jasmine Bylund* Languages, attitudes and identity -Exploring young learners' engagement in out-of-school language use
	Discussant:	Discussant:	Discussant:	Discussant:
10.00 – 10.15	Coffee Break			
10.15 – 10.45	*Nathan Vandeweerd* Phraseological complexity in oral and written L2 French	*Francesco Vallerossa* Tense-aspect development among Swedish learners of Italian L3	*Aaricia Ponnet* Case marking by Dutch- and English-speaking learners of Hindi	*Sarah Sturm* Language learning strategies and multilingualism in primary English as a Foreign Language learning
	Discussant:	Discussant:	Discussant:	Discussant:
10.45 – 11.15	*Marcus Warnby* Exploring the Swedish and English passive academic vocabulary of upper secondary students	*Kirsi Leskinen* Adult L2 Finnish leaners' socialization into academic language and literacy practices	*Hilary Walton* Acquisition of particular phonetic features in French Immersion speech: Does social group play a role?	*Kyra Hanekamp, Sible Andringa, Josje Verhagen, Folkert Kuiken* Teachers' interactional strategies in early foreign language learning
	Discussant:	Discussant:	Discussant:	Discussant:
11.15 – 11.30	Coffee Break			
11.30 – 12.00	*Marion Coumel*, Katherine Messenger, Ema Ushioda* Individual differences in second language learning via syntactic priming: examining the effect of proficiency, attention and motivation	*Matthew Pattemore* Elaborative feedback in L2 reading games	*Valeria Galimberti, Joan C. Mora, Roger Gilabert* L2 pronunciation learning with enhanced input from TV series: An eye-tracking study	*Darlene Keydeniers, Suzanne Aalberse, Sible Andringa* The effects of early English foreign language teaching on the acquisition of the Dutch prepositional system
	Discussant:	Discussant:	Discussant:	Discussant:
12.00 – 12.30	*Teresa Quesada, Cristóbal Lozano* The acquisition of referring expressions in L1 Spanish–L2 English and L1 English–L2 Spanish adult learners: combining corpus and experimental methods	*Judit Serra** The development of reading skills in a second language through gamification: the role of adaptivity	*Angela Patarroyo*, Holger Hopp* L2 predictive processing of reference resolution in noisy conditions	*Francisco Miguel Valada* The effects of instruction on the acquisition of phonological distinctions in a second language: the case of Portuguese
	Discussant:	Discussant:	Discussant:	Discussant:
12.30 –13.30	Lunch			
13.30-17.45	**Language Learning Roundtable Room Aula**			
13.30 –	**Marianne Gullberg & Jonas Granfeldt** Introduction			
13.40-	Film: Migration and SLA - Real life stories			
13.50-	**Martha Young-Scholten** Non-literate adults' L2 competence			
14.15 –	**Sandra Benazzo** The Basic Variety: is it a stage limited/related to a specific learner population?			
14.40 –	**Lourdes Ortega** Discussion			
15.15 –	Coffee Break			
15.45 –	**Marie Källkvist** Introduction			
15.55 –	**Natalia Ganuza** The impact of heritage language instruction on students' language and literacy development: The Swedish case			
16.20 –	**Martha Bigelow**			
16.45 –	**Jasone Cenoz** Translanguaging and SLA: minority and heritage languages			
17.10 –17.45	**Kenneth Hyltenstam** Discussion			

* recipient of EuroSLA student stipend

Time	Thu Aug. 29, 2019
8.30 -9.00	**Registration**
9.00 -9.15	**Conference Opening**
9.15-10.15	**Plenary#1 Room Aula**
9.30–10.00	**Krister Schönström – Sign Languages and Second Language Acquisition Research**
10.00–10.15	**Coffee Break**
10.15–11.45	**Poster Session #1 (Posters 1.1-1.20)**

1.1.	*Sandra Isabella Parhammer, Barbara Hinger, Sonja Rossi* Selective attention and its role in auditory foreign language processing: An EEG study	1.11	*Alexandra Kroiss, Florian Goller, Jeong-Ah Shin, Ulrich Ansorge, Soonja Cho* I see what I speak: Event conceptualization in German and Korean L1 and L2 speakers
1.2	*Handan Lu* Exploring print and screen reading differences for L1- and L2- English speaking university students	1.12	*Šárka Šimáčková, Václav Jonáš Podlipský* Discriminating variable stress patterns in L2: Influence of the native language and L2 vocabulary size
1.3.	*Siyang Zhou* "You just picked it up": The influence of informal language contact on the phrasal verb knowledge of international students in the UK	1.13	*Miho Mano, Yuko Yoshinari, Kiyoko Eguchi, Yo Matsumoto* Difficulty acquiring Medial Path expressions for L2 learners: An experimental study on motion events with various Paths
1.4	*Carles Fuster* Lexical transfer as a strategy in multilingual school learners of Spanish	1.14	*Midori Tanimura, Koichiro Nakamoto, Etsuko Yoshida* How analogy and metaphor are used in interaction: Comparing visible and nonvisible conditions of learners' task-based corpus
1.5	*Jingyi Zhang, Katsuo Tamaoka, Yuko Katsukawa* Mandarin Chinese tonal perception and production by native Japanese speakers	1.15	*Nicole Busby* Acquiring L2 English vocabulary – are hobbies getting students through university?
1.6	*Sabine Gosselke Berthelsen, Merle Horne, Yury Shtyrov, Mikael Roll* Beginner second language learners' processing of non-native, morphosyntactic tone	1.16	*Sharareh Rahbari, Eliane Lorenz, Peter Siemund* Lexical diversity and lexical transfer in a longitudinal English learner corpus
1.7	*Lars Bokander* Predictive validity of the LLAMA language aptitude tests in a group of mixed L1 beginner learners of Swedish	1.17	*Nicole Gallagher* Investigating the usefulness of diagnostic tests of English reading for Japanese learners
1.8	*Chloe Marshall, Thomas Spargo, Marianne Gullberg* SLA in the visual modality: Can non-signers learn the meaning of signs at first exposure?	1.18	*Ayako Hirano, Hirokazu Yokokawa* Effects of experience-based learning on Japanese L2 learners' relative clause processing: Evidence from self-paced reading
1.9	*Emiko Kaneko, Rie Koizumi, Ai Hirai* Development of sequenced parallel picture prompts in oral narrative tasks	1.19	*Naoko Hosoda* The effect of task repetition on writing fluency
1.10	*Dion Clingwall, Jon Clenton* Investigating whether vocabulary knowledge profiles can predict vocabulary use	1.20	*Kazunori Suzuki, Yahiro Hirakawa* Intervention effects in relative clause production: An L2 English study

Parallel Sessions #1

	Session 1A Room C121	Session 1B Room B240	Session 1C Room B237	Session 1D Room C126	Session 1E Room B339	Session 1F Room B251
11.45-12.45						
11.45-12.15	*Ann-Sophie Noreillie, Piet Desmet, Elke Peters* L1 and L2 speakers' vocabulary use in two dialogic speaking tasks	*Andreas Trotzke, Tanja Kupisch* German particles in second language acquisition: A fresh look at the syntax-discourse interface	*Marianne Starren, Christine Dimroth* The (almost native) acquisition of discourse coherence in L2 English/French by Dutch and German learners	*Vivienne Rogers, Paul Meara* Making a LLAMA into an ALPACAA: A revised attempt at assessing aptitude	*Jan Willem Chevalking, Roeland van Hout, Sharon Unsworth* Factors affecting development of metalinguistic awareness in Bilingual Primary Education in the Netherlands	*Dieter Thoma* Why L2 words trigger weaker emotional reactions – and what you can do about it. The interplay of L2 processing, cognitive load and emotion regulation
12.15-12.45	*Norbert Schmitt, Barry O'Sullivan, Laurence Anthony, Karen Dunn, Benjamin Kremmel* A knowledge-based vocabulary List (KVL): Implications for research, teaching, and assessment	*Joana Teixeira* Gradient optionality at the syntax-discourse interface: The case of subject-verb inversion in advanced and near-native English	*Arnaud Arslangul* How to introduce a new protagonist in L2 Chinese narratives?	*Aline Godfroid, Kathy MinHye Kim* Not aptitude but aptitudeS: Examining the relationship between implicit-explicit learning aptitudes and implicit-explicit knowledge	*Giulia Sulis, Jenefer Philp* Exploring the connections between classroom environment and engagement in the Foreign Language classroom	*Ana Jiménez Tirado, Wander M. Lowie* Son of a bitch or hijo de puta? Receptors emotional force of swearing by L2 and L1 users

12.45-13.45	**Lunch**

Parallel Sessions #2

	Session 2A Room C121	Session 2B Room B240	Session 2C Room B237	Session 2D Room C126	Session 2E Room B339	Session 2F Room B251
13.45-15.15						
13.45-14.15	*Bert Vandenberghe, Maribel Montero Perez, Bert Reynvoet, Piet Desmet* The effects of word-focused and meaning-oriented L2 vocabulary instruction as measured by neurocognitive indices	*Mushi Li* The efficacy of visual feedback in the acquisition of second language Mandarin tones	*Kristin Kersten, Ann-Christin Bruhn* The effect of L2 input and cognitively stimulating tasks on Second Language Acquisition	*Mojtaba Heydari, Fahimeh Marefat* Exam and non-exam academic writing settings: Processes and performances of EFL writers	*Raquel Serrano, Ana Pellicer-Sánchez* Incidental vocabulary acquisition through massed and spaced repeated reading	*Pascale Leclercq, Amanda Edmonds* The development of verbal modality in English L2 in a study abroad context: a longitudinal study
14.15-14.45	*Zakaria Lemmouh, Per Snoder* Vocabulary learning milestones: A study of the receptive vocabulary size of Swedish adolescent EFL learners	*Camille Meritan* Impact of self-reflection and integrated pronunciation teaching on the intelligibility of novice learners of French: A longitudinal focus on liaisons	*Elisabet Pladevall-Ballester, Alexandra Vraciu* A longitudinal study of peer interaction in primary school EFL: how do patterns of L1 use interact with task type and proficiency?	*Gulay Tiryakioglu, Heather Hilton* Multilingual writing processes and text quality	*Sukyung Kim*, Stuart Webb* Spaced practice and second language learning: A meta-analysis	*Aida Cardoso, Inês Duarte, Ana Lúcia Santos* Feature reassembly and L1 pre-emption: effects on the acquisition of the Prepositional Infinitival Construction
14.45-15.15		*Marieke Hoetjes, Lieke van Maastricht, Lisette van der Heijden* Multimodal training can facilitate L2 phoneme acquisition	*Takashi Oba* Repetitive effects of form-focused practice on proceduralizing simple and complex L2 grammar during EFL task-based interaction	*J. Paul Marlowe, Chie Ogawa, Michael Holsworth, Mayumi Asaba* Moving beyond simplicity: developing complexity in L2 writing	*Hsiao-yun Huang, Raquel Serrano* The role of time distribution in vocabulary learning through assisted repeated reading	*Mathieu Lecouvet, Liesbeth Degand, Ferran Suñer* Unclogging the Bottleneck: The interplay between morphological proficiency and sensitivity to discourse-to-syntax mappings

15.15-15.45	**Coffee Break**

Parallel Sessions #3

	Session 3A Room C121	Session 3B Room B240	Session 3C Room B237	Session 3D Room C126	Session 3E Room B339	Session 3F Room B251
15.45-16.45						
15.45-16.15	*Beatriz González-Fernández* Understanding the vocabulary knowledge construct: An empirical examination across L2 learner populations and proficiency levels	*Oliver Niebuhr, Nathalie Schümchen, Maria Alm, Kerstin Fischer* Developing a visualization strategy for teaching intonation	*Michael Holsworth, Chie Ogawa, Paul Marlow, Mayumi Asaba* Word recognition training, Extensive reading and reading comprehension	*Sonia López-Serrano, Ariadna Sánchez-Hernández* L2 writing development during study abroad: An analysis of functional adequacy, self-efficacy and writing experiences	*Alberto J. Sánchez, Roger Gilabert* Task repetition across modalities as mediated by written corrective feedback and learner proficiency	*Karen Ní Chlochasaigh, Pádraig Ó Duibhir, Gerry Shiel* The performance of students in Irish-medium schools with low socio-economic status in English reading and mathematics: Opportunities and challenges
16.15-16.45	*Sirkku Lesonen, Rasmus Steinkrauss, Minna Suni, Marjolijn Verspoor* Lexically specific versus productive constructions in L2 Finnish learners	*James Turner* Analysing the L2 perception-production relationship longitudinally: Evidence from native English university students' high rounded French vowels	*Hala Alghamdi*, Robert Woore, Bushra Alahmadi* The relative importance of four predictors of L2 reading comprehension: Evidence from Dominance Analysis and Relative Weight Analysis	*Moa Gärdenfors* The writing process of L2 Swedish by deaf L1 signers with focus on spelling	*Jill Boggs* A quantitative investigation of direct and indirect CF in an EFL classroom: Increasing generalisability and bridging philosophical perspectives	*Josje Verhagen, Elise de Bree* Language learning from consistent and inconsistent input: Is there a bilingual advantage?

16.45-17.00	**Break**
17.00-17.15	**EuroSLA Distinguished Scholar Award Room Aula**
17.15-18.15	**Plenary#2 Room Aula**
	Rob Schoonen – About performance and ability. Practical and theoretical issues in the measurement of language ability
19.00-	**Welcome Reception, University Main Aula**

Time	Fri Aug. 30, 2019
8.30 -9.00	Registration
9.00 -10.00	**Plenary#3 Room Aula** **Lourdes Ortega – Orchestrating Second Language Learning in Classrooms: Nudging for a Sea-Change**
10.00-10.15	Coffee Break

Poster Session #2 (Posters 2.1-2.20) — 10.15–11.30

No.	Presenter / Title	No.	Presenter / Title
2.1	*Mahsa Morid, Laura Sabourin* The role of multiple linguistic constraints on L1 and L2 idiom processing	2.1	*Junko Yamashita, Kazunori Suzuki* Overuse of "no" in L2 Japanese: A complementizer analysis
2.2	*Jon Clenton, Gavin Brooks* Investigating EAL learner performance influences: The importance of vocabulary for reading comprehension	2.11	*Susan Sayehli, Rakel Österberg, Jonas Granfeldt* Attitudinal and motivational profiles of Second Foreign Language Learners in multilingual contexts
2.3	*Yukari Isobe, Kohei Miki* Representation and processing of formulaic expressions in L2 mental lexicon: How do EFL learners process aurally presented multilexical verbs?	2.12	*Barbara Hinger, Astrid Daucher* Replicating instructed-second-language-acquisition-research: Can alterations in grammar instruction enhance acquisition? The case of Spanish TAM
2.4	*Hyun Kyung Miki Bong* Differential difficulty in the L2A of English phrasal verbs	2.13	*Candice Mathers* The role of language structure and bilingual status on the cross-Llnguistic transfer of phonemic awareness skills in young bilingual children
2.5	*Momo Mikawa, Nivja De Jong* Neutrality of the LLAMA test explored; the case of agglutinative languages	2.14	*Sara Feijoo, Roger Gilabert* Digital game-based learning for the development of L2 reading skills: The need of effective feedback
2.6	*Obied Al-Aqlobi, Sam Hellmuth* Why are English clusters easy and difficult simultaneously for Arabic speakers?	2.15	*Annika Andersson, Frida Blomberg, Marianne Gullberg* Crosslinguistic influence in the processing of L2 verb semantics? An auditory ERP study
2.7	*Noriko Suzuki* Short-term content-based instruction in secondary education in Japan: Students' perception and their writing skills	2.16	*Frida Splendido* The development of parallel phonemic inventories in early sequential bilinguals – Comparisons with Voice Onset Time and French liaison
2.8	*Teresa Kieseier* Bilingual advantage in early foreign language pronunciation accuracy in German 4th-graders?	2.17	*Alaa Al-Maani* Abstract syntactic representation in a second language: An investigation of processing wh-movement by Jordanian-Arabic speakers of English
2.9	*Peta Baxter, Harold Bekkering, Lukas Ansteeg, Ton Dijkstra, Mienke Droop, Randi Goertz, Marianne van den Hurk, Frank Leoné* Contrasting similar words in multiple-choice as a learning tool for second language vocabulary acquisition	2.18	*Daniel Ortins Salerno, Fraulein Vidigal de Paula, John N. Williams* The interaction of text animation screens and implicit training in the acquisition of the 'do-support' in English

Parallel Sessions #4 — 11.30-12.30

Session 4A Room C121	Session 4B Room B240	Session 4C Room B237	Session 4D Room C126	Session 4E Rooom B339	Session 4F Room B251
Holger Hopp, Dieter Thoma, Jenny Jakisch, Teresa Kieseier, Sarah Sturm, Carmen Becker Assessing multilingual approaches to early foreign language teaching: A longitudinal study	*Gudrun Svensson* Teachers' conceptions of possibilities and challenges with translanguaging pedagogy over the course of four years	*Alimujiang Tusun, Henriette Hendriks* The acquisition of caused motion by Uyghur-Chinese early successive bilinguals	*Vera Heyer* The orthography-morphology interface: Are L2ers aware of morpho-graphic regularities in the spelling of novel words?	*Nicholas Henriksen, Lorenzo Garcia-Amaya, Andries Coetzee, Daan Wissing* Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans	*Darrell Wilkinson* Analysis of the suitability of pop music for incidental EFL vocabulary learning
Josefin Lindgren, Ute Bohnacker, Buket Öztekin Comprehending stories in early L2 Swedish: a study of Swedish-Turkish children aged 4-7	*Nicole Marx, Christian Gill* Migrant students' reading in their first two years of mainstream education	*Yi Wang* Cognitive restructuring in the multilingual mind: the role of long-term L2 and short-term L3 exposure in expressing and conceptualizing caused motion	*Pierre Largy, Cecilia Gunnarsson-Largy* The effect of emotion on spelling performance in L2 French	*Toshinori Yasuda, Shungo Suzuki, Keiko Hanzawa* Predictive power of a language test and personality traits on L2 speech productivity, complexity, accuracy, and fluency	*Clinton Hendry, June Ruivivar* MOOCs as environments for incidental vocabulary learning

12.30-13.45	Lunch

Parallel Sessions #5 — 13.45-15.15

Session 5A Room C121	Session 5B Room B240	Session 5C Room B237	Session 5D Room C126	Session 5E Rooom B339	Session 5F Room B251 Chair J. Granfeldt
Eva Koch, Aline Godfroid, Alex Housen Using morphosyntactic information in predictive L2 sentence processing: Insights from a visual-world eye-tracking study of German verb morphology	*Laura Collins, Joanna White, June Ruivivar* Self-repair versus collaborative dialogue in language related episodes: Young learners helping each other and helping themselves	*Ilaria Borro* Unobtrusive input enhancement and incidental learning of multi-word units. A study with Chinese learners of Italian L2	*Raquel Llama, Carles Fuster, Camilla Bardel* Accounting for the selection of a source language of transfer for content and function words in L3 oral production: Does intentionality play a role?	*Terpsi Danavassi, Eleni Agathopoulou* The learnability of uninterpretable features in adult L2 Greek: Developmental and L1 effects	*Xiaojun Lu* Writing in a non-alphabetic language via keyboard: An empirical study on online revision behaviours in Chinese L1 and L2
Münir Özturhan, Nazik Dinçtopal Deniz Processing of English reflexives by Turkish speakers: An eye-tracking study	*Aarnes Gudmestad, Amanda Edmonds, Thomas Metzger* Moving beyond the native-speaker bias: New considerations in the analysis of grammatical gender marking in additional-language Spanish	*Akifumi Yanagisawa, Stuart Webb* To what extent does Involvement Load Hypothesis predict vocabulary learning? A meta-analysis	*Nadine Kolb, Natalia Mitrofanova, Marit Westergaard* Transfer of morpho-syntactic properties in third language acquisition: An empirical study on German-Russian bilinguals acquiring L3 English	*Ana Madeira, Alexandra Fiéis* Long-distance binding in L2 Portuguese	*Laurence Beaujard* Emergent literacy in L2 with sign language : writing strategies in written French for 5-year-old deaf signers
Duygu Şafak*, Holger Hopp The (non)interaction of lexical and discourse information in L2 sentence processing	*Cristina Pierantozzi, Gloria Cocchi* Long-distance gender agreement in mixed Italian/English compound clauses	*Ferran Gesa Vidal* Examining the efficacy of captioned video viewing for vocabulary learning and content comprehension: Evidence from university and high-school learners	*Roumyana Slabakova, Merete Anderssen, Isabel Jensen, Natalia Mitrofanova, Yulia Rodina, Marit Westergaard* L1 transfer in early L2 acquisition across linguistic modules	*Eva Fernández-Berkes, Suzanne Flynn* Complementation patterns in the acquisition of English by native German speakers: Subject control, object control and object raising	*Folkert Kuiken, Ineke Vedder* Measurement of functional adequacy in different learning contexts: Rationale, key-issues and future perspectives

15.15-15.45	Coffee Break

Parallel Sessions #6 — 15.45-17.15

Session 6A Room C121	Session 6B Room B240	Session 6C Room B237	Session 6D Room C126	Session 6E Rooom B339	Session 6F Room B251
Hilal Serin Demirler, Nazik Dinçtopal Deniz Linear and syntactic distance in processing S-V agreement in the L2	*Ivana Cvekić, Holger Hopp* L1 grammatical gender transfer during L2 English pronoun processing	*Elvenna Majuddin, Anna Siyanova-Chanturia, Frank Boers* The effects of repetition and typographic enhancement in incidental and intentional acquisition of multiword expressions from audio-visual input	*Laura Sánchez* What else constrains the occurrence of lexical transfer in L3 acquisition? Exploring task complexity	*Pedro Guijarro Fuentes, Tim Diabalick* The acquisition of residual object drop in L2 Spanish by German speakers	*Monika Ekiert, Andrea Révész, Eivind Torgersen, Emily Moss* The role of pausing in L2 oral task performance: Towards a complete construct of functional adequacy
Sarina Langer, Greg Poarch Processing of English-German translation ambiguity: Evidence from primed translation recognition	*Tesni Galvin, Vivienne Rogers* Predictive processing of gender in Welsh-English bilinguals	*Maria del Mar Suárez Vilagran, Ferran Gesa Vidal* Vocabulary learning through subtitled video viewing as mediated by language aptitude: The case of EFL beginner learners at Primary school	*Krister Schönström, Johanna Mesch* Cross-linguistic influences across modalities – the role of L1 spoken language on L2 sign language acquisition	*Tokiko Okuma* Acquisition of the monotonicity constraint on split measure phrases by L1 English speakers of L2 Japanese	*Kristof Baten, Carola Strobl* On the relationship between functional adequacy and complexity, accuracy and fluency in German L2 writing
Sarah Schimke, Jens Bölte, Joachim Groß, Daniel Kluger, Pia Sophie Meyer, Laura Quante, Anne Strackeljan, Alissa Thelen, Nele Wesche, Pienie Zwitserlood, Ricarda Schubotz Anticipation of turn-taking in native and non-native speakers: Evidence from eyetracking	*Tanja Kupisch, Natalia Mitrofanova, Marit Westergaard* The role of formal and semantic gender cues in the acquisition of German as an early L2 by L1 Russian children	*Ruolin Hu, Danijela Trenkic* The IELTS-preparation industry and repeat testing: what are the effects on score gains and the development of English proficiency?	*Heather Goad, Natália Brambatti Guzzo, Lydia White* Crosslinguistic variation in relative clause attachment: a prosodic perspective	*Lilong Xu, Boping Yuan* Covert subjects and objects resulting from TP ellipsis in English speakers' L2 Chinese: Evidence of the declarative/procedural model	*Gabriele Pallotti* Holistic and analytic assessment of functional adequacy

Time	Event
17.15-17.30	Break
17.30-18.30	**EuroSLA General Assembly, Student Stipend Award Room Aula**
19.00-	**Conference Dinner** *Skissernas Museum*

* recipient of EuroSLA student stipend

Time	Sat Aug. 31, 2019					
9.00 -10.30	**Parallel Sessions #7**					
	Session 7A Room C121	**Session 7B Room B240**	**Session 7C Room B237**	**Session 7D Room C126**	**Session 7E Rooom B339**	**Session 7F Room B251**
9.00-9.30	*Jean-Marc Dewaele* Is Foreign language enjoyment more fleeting than Foreign language classroom anxiety? An investigation into dynamic learner classroom emotions	*Geòrgia Pujadas, Carmen Muñoz* Making TV input comprehensible for young beginner learners: captions or subtitles?	*Katsuo Tamaoka, Lu Li, Jingyi Zhang, Michael Mansbridge* When Japanese learners of English know the grammar but are not sensitive to grammaticality	*Jan Vanhove* Estimates of nativelikeness among L2 speakers can't be interpreted: The problem and two solutions	*Ute Bohnacker [1], Rima Haddad, Josefin Lindgren, Linnéa Öberg, Buket Öztekin* Expressive and receptive vocabulary in L2 Swedish of bilingual Swedish-Turkish and Swedish-Arabic preschoolers compared to Swedish monolinguals	*Lena Granstedt, Julia Prentice, Lisa Rudebeck, Gunlög Sundberg* Annotating Swedish Learner Language. Insights from designing and implementing the SweLL correction taxonomy
9.30-10.00	*Alastair Henry* Thriving or Surviving? Motivation, migration and dark side of L2 perseverance	*Freya Watkins, Robin L. Thompson* Comprehension of angle-diverse British Sign Language input in novice L2 learners	*Gülümser Efeoğlu' Ayşe Gürel* Tracing L1 effects on L2 acquisition of inflectional morphology	*Memet Aktürk Drake* The impact of the integration context on ultimate attainment in a second language	*Anna Trebits, Kristin Kersten* Bilingual education trumps socioeconomic status: L1 and L2 development in primary school learners of English as a foreign language	*Tali Bitan* Consolidation processes in adults and children learning morphological inflections in a novel language
10.00-10.30	*Heath Rose, Jim McKinley, Gene Thompson* The predictors of success in English taught programmes: the interplay between proficiency, motivation, academic skills, and self-efficacy on outcomes		*Annekatrin Kaivapalu, Scott Jarvis* Unconscious perceiving of cross-linguistic similarity in inflectional morphology	*Kamil Długosz* Verb placement in German as a heritage language in Poland: Comparing simultaneous with sequential bilingual heritage speakers	*Alejandra Donoso, Rakel Österberg, Enrique Sologuren* Advanced biliteracy in the academic written production of bilingual speakers of Swedish and Spanish as a Heritage Language	*Fernando Martín-Villena & Cristóbal Lozano* Intrinsic factors constraining the use of subject referential expressions in L1 English-L2 Spanish: a corpus-based study of topic continuity contexts - till 7F
10.30-11.00	Coffee Break					
11.00-12.00	**Parallel Sessions #8**					
	Session 8A Room C121	**Session 8B Room B240**	**Session 8C Room B237**	**Session 8D Room C126**	**Session 8E Rooom B339**	**Session 8F Room B251**
11.00-11.30	*Raphael Berthele* Multilingual boost vs. cognitive abilities: Testing two theories of multilingual language learning in a primary school context	*Chie Ogawa, Michael Holsworth, Mayumi Asaba, Paul Marlowe* Assessing oral performances in a monologue speaking task	*Emanuel Bylund , Minali Parshotam, Panos Athanasopoulos* L2 experience influences semantic memory but not mapping of L1 colour terms	*Diana Pili-Moss, Katherine Brill-Schuetz, Mandy Faretta-Stutenberg, Kara Morgan-Short* Contributions of declarative and procedural memory to accuracy and automatization during L2 practice	*Julia Davydova* Sociocognitive salience and L2 acquisition of structured variation: Evidence from quotative be like	*Pauliina Peltonen, Pekka Lintunen* Short-term development of L2 fluency in formal instruction: A mixed methods study
11.30-12.00	*Maki Kubota* Clarifying the influence of bilingualism on executive control development	*Kent Williams* Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	*Elisabetta Materassi* Metaphor and Second Language Learning: An experimental study	*Frank Boers* Meta-analytic reviews: A call for more cautious sampling	*June Ruivivar* Sociolinguistic competence and vernacular speech: The case of near-native Quebec French	*Lorenzo Garcia-Amaya* The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program
12.00-12.15	Break					
12.15-13.15	**Plenary#4 Room Aula** **Minna Lehtonen – Cognitive and Neural Effects of Bilingualism**					
13.15-13.20	**Conference Closing**					