

Tuesday 11th

Doctoral workshops

	Collingwood/Stephenson room	Leazes room	Bewick/Dobson room
9.00 - 9.25	Esther de Leeuw The realisation of rhotic and lateral consonants by German immigrants to Anglophone Canada	Irina Dahlmann What do pauses tell us about learners' use and storage of formulaic language? – Methodological challenges	
9.25 - 9.50	Faisal Aljasser Sensitivity of Arabic speaking EFL learners of English to phonotactic probability and constraints of English.	Myra Arends Processability in Dutch as a second language	Vanda Marijanovic Towards phonological awareness... written-word identification in L2 French by Croatian Early Learners
9.50 - 10.15	Henrike Baumotte Phonetic language aptitude: interface between phonetic and phonological performance and empirical neuroimaging (neurolinguistic) research	Yuki Itani-Adams Development of discourse functions in Japanese and English bilingual first language acquisition	Koen Van Gorp The relationship between teachers' beliefs, classroom practices and learning outcomes: how effective are teachers in Flemish multilingual priority policy schools? A mixed methods approach
10.15 - 10.25	Break		
10.25 - 10.50	Tom Lentz Phonotactic peace-keeping: the problems of speech segmentation in a second language	Yumiko Yamaguchi Developmental sequences in Child English as L2 acquisition: A case study of a Japanese child living in Australia	Anna Ekert-Centowska Degree of integration in the bilingual mental lexicon and switching costs
10.50 - 11.15	Liesbet Bormans A Cross-linguistic study of voice quality in monolingual and bilingual speakers of Flemish and French.	Mirela Cherciov Between Attrition and Acquisition: the case of Romanian in immigrant contexts	Astrid Rothe How to distinguish code- switching and borrowing
11.15 - 11.40	Sally Chen The influence of learning contexts on L2 speakers' production and perception of English liquids	Xiaoyan Xu English Language Attrition in Chinese Learners	Rachel Allan Deepening word knowledge: Investigating the effect of different learning tasks
11.40 - 11.50	Break		
11.50 - 12.15	Joanne van Emmerik Differences and Similarities between Early-deaf Adults and Hearing L2 Learners	Alyona Belikova Evidence for parameter resetting? L2 acquisition of reflexive and reciprocal verbs.	
12.15 - 12.40	Stefania Ferrari One AS unit or two? Syntax and prosody in defining clauses and interclausal relationships	Nicola Work Argument Realization in Second Language Acquisition of French and Spanish: A View from the Syntax-Pragmatics Interface	
12.40 - 13.05	Yoshiko Murahata Reconceptualisation of Japanese Learners of English: Effects of English learning on classification	Vivienne Rogers The acquisition of verb raising by instructed English learners of French	

3.30-6.30pm

Language Learning Roundtable: Perspectives on language Attrition
Room: Council Chamber

Wednesday 12th

9.00 – 09.30

Opening

9.30 – 10.30

Plenary: Christophe Pallier: Brain imaging of bilinguals and second language learners
Room: Council Chamber

10.30 – 10.45

Break (Tea & coffee in Banqueting Hall)

10.45 – 11.15

Leazes room	Council Chamber	Collingwood/Stephenson room	Carloli Room	Bewick/Dobson room
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<p align="center"><u>Boping Yuan</u></p> <p>English speakers' L2 acquisition of Chinese wh-words as existential polarity words</p>	<p align="center"><u>Virginia Yip, Stephen Matthews</u></p> <p>The bilingual development of relative clauses: a processing perspective</p>	<p align="center"><u>Hsin-Ying Chen, Emma Marsden</u></p> <p>What are the components of Processing Instruction, and what are their effects?</p>	<p align="center"><u>Baris Kabak, Kazumi Maniwa</u></p> <p>L2 Perception of English Fricatives in Clear and Conversational Speech: The Role of Phonetic Similarity and L1 Interference</p>	<p align="center"><u>Siska van Daele, Alex Housen, Michel Pierrard, and Luc Debruyne</u></p> <p>Developing linguistic fluency, accuracy and complexity in two L2s</p>
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11.20 – 11.50

<p align="center"><u>Cristóbal Lozano, Amaya Mendikoetxea</u></p> <p>Interface conditions on the production of Verb-Subject structures in L2 English</p>	<p align="center"><u>Vivian Cook, Khaled El ebvary, Buthayna Al-Garawi, Cheng-Yi Chang, Kuei-min Huang, Seowon Lee, Gong Li, Hiromi Mitani and Yu Cheng Sieh</u></p> <p>Effects of cue processing in the competition model on the first language of L2 users</p>	<p align="center"><u>Isil Yalcin</u></p> <p>Word-final consonant devoicing by EFL teacher trainees: a cross-sectional study</p>	<p align="center"><u>Elena Kurinski</u></p> <p>Stress assignment by Spanish learners</p>	<p align="center"><u>Yue Yuan Huang, Suying Yang</u></p> <p>The acquisition of L2 Chinese reflexives: An analysis of production data</p>
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11.55 – 12.25

<p align="center"><u>Darren Tanner</u></p> <p>Dative at the interface: Case, performance, and interpretable features</p>	<p align="center"><u>Laurent Deydts, Bonnie D. Schwartz, Rex A. Sprouse, Zhijun Wen, Wei Chu, Mari Miyao, Claire Renaud & Yi Jun Shiung</u></p> <p>On detailed morphological analysis in L2 sentence processing</p>	<p align="center"><u>Izaskun Villarreal, M^a Pilar García-Mayo</u></p> <p>Variability in tense and agreement morphology in English as L3: Content-based instruction learners vs. learners of English as a school subject.</p>	<p align="center"><u>Heidi Altmann</u></p> <p>L2 speakers' stress placement in the production of novel words</p>	<p align="center"><u>Katalin Pinieł</u></p> <p>A theory of the evolution of foreign language classroom anxiety</p>
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12.30 – 1.00

<p align="center"><u>Nikolaos Lavidas, Elisavet Nouchoutidou</u></p> <p>Lexical Semantics – Syntax Interface and L2 Acquisition: dative alternation in English and Greek as L2</p>	<p align="center"><u>Michael Sharwood Smith</u></p> <p>Bridging the gap between abstract knowledge and real-time events</p>	<p align="center"><u>Joan C. Mora, Margalida Valls- Ferrer</u></p> <p>Oral Fluency and Accuracy in Formal Instruction and Stay-Abroad Learning Contexts</p>	<p align="center"><u>Heidi Altmann, Silke Weber</u></p> <p>What more regularity means for the perception of L2 stress: The case of Thurgovian and Standard German</p>	<p align="center"><u>Jean-Marc Dewaele</u></p> <p>An interface between nature and nurture? The effect of age of acquisition on language choice, self-perceived proficiency and foreign language anxiety of adult multilinguals</p>
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1.00 – 2.00

Lunch: Banqueting Hall

2.00 – 2.30

<p align="center"><u>Panos Athanopoulos, Chise Kasai, Ljubica Damjanovic, Debi Roberson, Andrea Krajcova, & Karen Hudson</u></p> <p>Do bilinguals perceive emotions differently? Evidence from the visual search task.</p>	<p align="center"><u>Sarah Schimke</u></p> <p>Morphological finiteness and sentence negation in second language acquisition: comparing production and processing.</p>	<p align="center"><u>Majid Fattahipour, Reza Gaffar Samar</u></p> <p>The Relationship between Tolerance of Ambiguity, Gender, Level of Proficiency and Use of Second Language Learning Strategies</p>	<p align="center"><u>Kuan-Yi Chao, Li-mei Chen</u></p> <p>L1 and L2 productions of stop consonants by Mandarin speakers</p>	<p align="center"><u>Funfen Jin, Tor A. Áfarli, Wim A. van Dommelen</u></p> <p>Sensitivity to DP internal agreement violations in L2 grammar</p>
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2.35 – 3.05

<p align="center"><u>Amy Thompson</u></p> <p>Portuguese to Spanish: A Study of Interlanguage</p>	<p align="center"><u>Theodoros Marinis</u></p> <p>On-line processing of pronouns and reflexives in L2 children</p>	<p align="center"><u>Mamiko Orii Akita</u></p> <p>Accentedness judgement and L2 phonology in EFL classrooms</p>	<p align="center"><u>Marie-Claude Tremblay</u></p> <p>Voice Onset Time in L3 Japanese: The L2 French Advantage for English Natives</p>	<p align="center"><u>Fuyun Wu</u></p> <p>Why Do Chinese ESL Learners Accept Subjacenties, but Rejecting Grammatical Controls in English Sentences?</p>
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3.10 – 3.40

<p align="center"><u>Carmen Muñoz</u></p> <p>The development of fluency, accuracy and complexity. Effects of exposure, age and proficiency level.</p>	<p align="center"><u>Tomohiko Shirahata</u></p> <p>Syntactic comprehension in L2 Japanese and Japanese aphasics</p>	<p align="center"><u>Mark Sawyer</u></p> <p>Persistence and flux over eight years of instructed language learning</p>	<p align="center"><u>Johanneke Caspers</u></p> <p>The production of boundary tones in Dutch as a second language</p>	<p align="center"><u>Josje Verhagen</u></p> <p>The relation between morphology and syntax in L2 Dutch: Evidence from production and comprehension</p>
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3.40 - 4.40

Poster session 1: Pandon Room (Set up from 2pm)

4.40 – 5.10

<p align="center"><u>Laura Sanchez</u></p> <p>English after German: Developmental Sequences in the Formal Acquisition of Verb Placement in English as a Third Language</p>	<p align="center"><u>Keiko Kaku, Juana Liceras, Nina Kazani</u></p> <p>Acquisition of determiner phrase boundedness by Japanese learners of English: Success at the Interpretive Interface?</p>	<p align="center"><u>Björn Hammarberg</u></p> <p>Dominant and non-dominant structures in native and learner usage: an analysis of the use of expressions of comparison in Swedish</p>	<p align="center"><u>Leah Roberts, Sarah Liszka</u></p> <p>A psycholinguistic approach to the investigation of the acquisition of grammatical aspect in the L2</p>	<p align="center"><u>Annabelle David</u></p> <p>Vocabulary and morphosyntactic complexity (and accuracy) in French second language learners</p>
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5.15 - 5.45

<p align="center"><u>Rosamond Mitchell, Chong Nim Lee</u></p> <p>Role play dialogues and 'repetition' in L2 development</p>	<p align="center"><u>Julia Herschensohn, Deborah Artega</u></p> <p>Parameters and processing: Gender agreement in L2 French</p>	<p align="center"><u>Heather Hilton</u></p> <p>The "pausological" interface between language knowledge and production skill</p>	<p align="center"><u>Peter Griggs</u></p> <p>A sociocognitive view of second language learning in the classroom</p>	<p align="center"><u>Amanda C.-Y. Cheung, John N. Williams</u></p> <p>The integration of new foreign vocabulary into the bilingual's lexicon at the early stages of learning</p>
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From 7pm

Welcome Reception at The Sage Gateshead

Thursday 13th

<p align="center">Plenary: <u>Manfred Pienemann: Processability Theory: Theory construction and application</u> Room: Council Chamber</p>					
Parallel sessions	Leazes room	Council Chamber	Collingwood/Stephenson room	Carloli Room	Bewick/Dobson room
8.30 – 9.30					
9.40 – 10.10	<p align="center"><u>S.E. Carroll</u> Focal accent and segmentation: The place of processes of speech perception in word learning</p>	<p align="center"><u>Colloquium</u> What can social interaction tell us about SLA</p> <p align="center">- Part 1 -</p> <p align="center">Convenor Simona Pekarek Doehler</p>	<p align="center"><u>Colloquium</u> Developing the discourse/pragmatics-syntax interface in SLA: Processability Approaches</p> <p align="center">- Part 1 -</p> <p align="center">Convenor: Bruno Di Biase</p>	<p align="center"><u>Kyoko Oga, Yoshie Nakazora, Mamiko Orii Akita</u> The acquisition of Japanese sentential modifiers by adult Chinese learners</p>	<p align="center"><u>Roger Gilabert</u> Effects of manipulating task cognitive complexity on interactional feedback during L2 oral performance.</p>
10.15 – 10.45	<p align="center"><u>Marianne Gullberg, Christine Dimroth, Leah Roberts</u> What can adults learn about word forms in an unknown language after 7 minutes of exposure</p>			<p align="center"><u>Maria Dimitrakopoulou</u> Easy-to-please constructions in GreekL1/EnglishL2</p>	<p align="center"><u>Evelina Galaczi</u> Interactional strategies of learners at different levels of proficiency: The interface between Conversation Analysis and SLA</p>
10.50 – 11.20	<p align="center"><u>Laura Dominguez, Rosamond Mitchell, Maria Arche, Emma Marsden, Florence Myles</u> SPLLOC: A new corpus for Spanish second language acquisition research</p>			<p align="center"><u>Michał B. Paradowski</u> Probing the interface – the Minimalist Program and language contact phenomena</p>	<p align="center"><u>Tony Young, Itesh Sachdev</u> Cultural interface in the language learning classroom: Intercultural communication and second language teacher and learner effectiveness</p>
11.20 – 11.35	Break (Tea & coffee in Pandon room)				
11.35 – 12.15	<p align="center"><u>Ayse Gurel</u> L2 acquisition and L1 attrition of English articles</p>	<p align="center"><u>Colloquium</u> What can social interaction tell us about SLA</p> <p align="center">- Part 2 -</p> <p align="center">Convenor Simona Pekarek Doehler</p>	<p align="center"><u>Colloquium</u> Developing the discourse/pragmatics-syntax interface in SLA: Processability Approaches</p> <p align="center">- Part 2 -</p> <p align="center">Convenor: Bruno Di Biase</p>	<p align="center"><u>Peter Jordens</u> The development of finiteness from a lexical to a functional category</p>	<p align="center"><u>Zahra Fotovatnia, Alireza Barouni Ebrahimi</u> Learning Styles and Modality of Input Presentation</p>
12.20 – 12.50	<p align="center"><u>Conny Opitz</u> Measures of L1 attrition: Global language proficiency and language dominance in adult bilinguals</p>			<p align="center"><u>Peter Avery, Milica Radisic</u> Residual Optionality at the Interface: The L2 Acquisition of Articles</p>	<p align="center"><u>Jonas Granfeldt, Pierre Nugues</u> A Data Mining Approach to Developmental Stages in French L2</p>
12.55 – 1.25	<p align="center"><u>Jasminka Beganovic</u> First language attrition and syntactic subjects: A study of Serbian, Croatian, and Bosnian intermediate and advanced speakers of Dutch.</p>			<p align="center"><u>Naoko Yoshinaga, Takaaki Suzuki</u> The Interpretation of Every in Adult Second Language: On Quantifier Spreading</p>	<p align="center"><u>Laurent Dekydtspotter, Amanda C. Edmonds, Audrev Liljestrand, Claire Renaud, Rebecca A. Petrush</u> Number inflection in English-French relative clause ambiguity resolution</p>
1.25 – 2.15	Lunch: Pandon room				
2.15 – 3.15	<p align="center">Plenary: <u>Natascha Muller: Bilingual First Language Acquisition at the Interface between Syntax and Pragmatics</u> Room: Council Chamber</p>				
3.20 – 3.50	<p align="center"><u>John N. Williams, Chieko Kuribara</u> Incidental learning of word order: Statistical patterns or abstract linguistic knowledge?</p>	<p align="center"><u>Jenifer Larson-Hall</u> Relearning a forgotten language: A case study of 3 adolescents in Japan</p>	<p align="center"><u>Rosemarie Tracy, Dieter Thoma</u> Differentiating early SLA and bilingual first language acquisition</p>	<p align="center"><u>Shigenori Wakabayashi, Yasukuni Sato</u> Japanese learner's production of complex compounds</p>	<p align="center"><u>Matthias Bonnesen</u> Acquisition of Questions in French: A Comparison of L1, Adult and Child L2</p>
3.55 – 4.25	<p align="center"><u>Kara Morgan-Short, Cristina Sanz, Karsten Steinhauer, Michael Ullman</u> Effects of Explicit and Implicit Training Conditions on L2 Knowledge: An Event-Related Potential Study</p>	<p align="center"><u>Marcela A. Cazzoli-Goeta, Martha Young-Scholten</u> Attrition at the interface vs. competing grammars</p>	<p align="center"><u>Tihana Kras</u> The lexicon-syntax interface vs. narrow syntax in language development: Evidence from auxiliary selection in native and near-native Italian grammars</p>	<p align="center"><u>Teresa Lopez-Soto</u> A Cascade Model of Lexical Access to Explain the Phonological and Semantic Activation of Newly-Acquired Lexical Items by Learners of English</p>	<p align="center"><u>Sarah Rule, Florence Myles</u> The development of grammatical gender in the French L2 classroom</p>
4.25 – 4.35	Break (Tea & coffee in Pandon room)				
4.35 – 5.05	<p align="center"><u>Karen Roehr, Adela Ganem</u> Metalinguistic knowledge in L2 learning: An individual difference variable</p>	<p align="center"><u>Monika Schmid</u> Complexity, redundancy and first language attrition: the case of grammatical gender in Dutch and German</p>	<p align="center"><u>Xiaoling Hu, Sara Rovira</u> What is more problematic: acquisition of features of salient properties or acquisition of absent functional categories in restrictive relative clauses in L2 Chinese</p>		
5.10 – 5.40	<p align="center"><u>Sima Modirkhamene</u> Metalinguistic Awareness and Bilingual vs. Monolingual EFL Learners</p>	<p align="center"><u>Susan Dostert</u> The concept of "native speaker" within SLA and FL attrition</p>	<p align="center"><u>Emmanuelle Labeau, Christine Bozier</u> The elicitation of past tenses in conversational interaction: etic and emic perspective</p>		
5.45pm	Doctoral workshop prizes ceremony & EuroSLA AGM (Council Chamber)				
From 7.15pm	Conference dinner & ceilidh (Banqueting Hall)				

Friday 14th

Plenary: Judith Kroll: A Cognitive View of the L2 Learner

Room: Council Chamber

9.00 – 10.00

Parallel sessions

10.10 – 10.40
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10.45 – 11.15
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11.15 – 11.30

11.30 – 12.00
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12.05 – 12.35
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12.40 – 1.10
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1.10 – 2.00

2.00 – 2.30
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2.35 – 3.05
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3.05-4.05

4.05-4.35

4.40-5.10

Break (Tea & coffee in foyer)

Lunch: Banqueting Hall

Poster session 2: Pandon room (set up from 2pm)

Leazes room	Council Chamber	Collingwood/Stephenson room	Carloli Room	Bewick/Dobson room
<u>Anna Ewert, Katarzyna Bromberek-Dyzman</u> Impossible requests: L2 users' sociopragmatic and pragmalinguistic choices in L1	<u>Helmut Daller, Jeanine Treffers-Daller</u> Combining qualitative and quantitative approaches for the measurement of lexical richness	<u>Bai Chunhua, Hideki Maki, Kenichi Goto, Yohey Hashimoto, Hirotaka Imamaki, and Akane Ishikawa</u> How Chinese and Japanese Differ in Acquiring English as a Second Language	<u>Benedetta Bassetti, Ernesto Macaro, Victoria Murphy</u> Effects of learning a second language on first language literacy	<u>Eufàlia Canals Fornons</u> The role of the Present Perfect in the expression of past tenses in Spanish and Catalan as a second language by children of Moroccan origin.
<u>Ineke Vedder</u> Pragmatic competence and grammatical competence: the use of modifiers in requests	<u>James Milton, Helmut Daller</u> The interface between theory and learning in vocabulary acquisition	<u>Carol Jaensch</u> L3 Acquisition of German adjective declension by L1 Japanese speakers – evidence of L2 English influence	<u>Carmen Pérez Vidal, Maria Juan- Garau</u> Learning context effects and attitudes on L3 English written competence after study abroad: Contrasting native and non-native performance	<u>Newsha Ahmadi, Alez Housen</u> The Role of Inherent Aspect in the Use and Development of Tense-Aspect Morphology in Persian Learners of English
Break (Tea & coffee in foyer)				
<u>Bryan Donaldson</u> Near-native discourse competence: Evidence from French left-dislocations	<u>David Stringer</u> The Lexical Interface in L2 Acquisition	<u>María del Pilar García-Mayo</u> Article choice in L2 English by Spanish speakers: Evidence for Full Transfer	<u>Dorte Albrechtsen</u> Writing processes in L1 and L2 of Danish learners of English	<u>Alison Gabriele, Erik Christiansen, Junko Maekawa, Lindsay Ignatowski</u> Teasing Apart Tense and Aspect in the Acquisition of English by Mandarin native speakers
<u>Doris Dippold</u> Interfaces of social and cognitive processes in SLA: Facework in L2 argumentative discourse	<u>Elke Peters</u> L2 vocabulary acquisition: the differential effects of meaning- and word-oriented tasks.	<u>Sarah Liszka</u> Investigating the implications of an L1 influence on the L2 acquisition of the English present perfect at the linguistic-pragmatic interface	<u>John Bitchener</u> The efficacy of written corrective feedback for migrant and international ESL student writers.	<u>Anastassia Mangana, Despina Papadopoulou</u> The syntax/semantics interface: tense, mood and modality markers in L2 greek
<u>Julieta Alos Saad, Michael Sharwood- Smith</u> On the relevance of small words: investigating discourse markers in advanced second language acquirers		<u>Wayne O'Neil</u> L1 interference in L2 acquisition: The phonology-morphosyntax interface		<u>Kristin Kersten</u> The Interaction of Lexical Aspect and Discourse in Learner Language
Lunch: Banqueting Hall				
<u>Andreas Rohde</u> Input frequency and the acquisition of the progressive	<u>Tina Waldman, Batia Laufer</u> Verb-noun collocations in second language writing: some insights from a corpus based analysis of learner English	<u>Robert Maier</u> The role of L1 in crosslinguistic interference: observations from L1/L2 translation experiments	<u>Lynn Erler</u> L1 and developing basic literacy skills in French as a foreign language	<u>Eleni Agathopoulou, Despina Papadopoulou</u> Morphological dissociations in the L2 acquisition of an inflectionally rich language
<u>Elena Tkachenko</u> The role of type and token input frequencies in the L2 acquisition of verbal morphology	<u>Patti Spinner, Alan Juffs</u> ESL placement tests based on morphosyntactic development: can it be done?	<u>Holger Hopp</u> The syntax- discourse interface in L2 acquisition: Evidence against grammatical impairment	<u>Miho Sasaki</u> L1 and L2 working memory capacity in L2 reading development	<u>Elenora Alexandra Vraciu</u> Progressive / Non-Progressive Verb Patterns in the Expression of Simultaneity by Advanced Catalan and French Learners of English
Poster session 2: Pandon room (set up from 2pm)				
<u>Rola Naeb</u> SLA Input and CALL	<u>Michael Iverson, Paula Kempchinsky, Jason Rothman</u> Interface Vulnerability and Knowledge of the Subjunctive/Indicative Distinction with Negated Epistemic Predicates in L2 Spanish	<u>Lucy Xia Zhao</u> The interpretation of two types of embedded null subjects in L1 and L2 Chinese: contrasting pure syntax with the syntax-discourse interface	<u>Philip Shaw, Alan McMillion</u> Case studies of advanced L2 readers	<u>Hsin-chang Ho, Chun-vin Doris Chen, Chan-Chia Hsu</u> The Acquisition of English Aspectual Telicity by Chinese Speakers: A Cluster of Constructions?
<u>Ohno Takue, Abe Jun- ichi</u> ESL learners' English proficiency and their subvocalization in L1 Japanese and L2 English silent readings	<u>Jason Rothman, Michael Iverson</u> L2 Grammatical Aspect Revisited: No Critical Period For Semantics Confirmed!	<u>Marie-Noëlle Guillot</u> Changing aspects of advanced L2 oppositional talk: interruptive phenomena in FL French at two stages of acquisition.	<u>Kenny R. Coventry, Pedro Guijarro-Fuentes, Berenice Valdés</u> Second Language Acquisition of Spatial Terms in English and Spanish	<u>Sharon Unsworth</u> Acquiring grammatical gender in L2 Dutch: The role of age and input