



UNIVERSITY OF
BIRMINGHAM

EUROSLA 3₂

European Second Language Association

Programme



WEDNESDAY 30th

08.00-09:00	Registration				
09.00-10.30	Doctoral Workshops				
	G33 (Gabriele Pallotti)	WG 5 (Aline Godfroid)	WG12 (Simone Pfenninger)	Dome LT (Danijela Trenkic)	C Block LT (Cylcia Bolibaugh)
09.00-09.30	<i>Bridget Murphy.</i> Corrective feedback provision in mobile instant messaging: Exposure conditions and timing	<i>Linghui Diao.</i> The Comprehension and Production of Pronouns in English as Second Language	<i>Ina Celise Sortland.</i> Multilingualism in the Workplace: An Emic Exploration of Workers' Experiences and Perceptions of Language Learning at FishCom	<i>Andrea Calpe Álvarez.</i> Language Attrition and Ultimate Attainment of Adjectives in Near-native Spanish Grammars	<i>Anna-Marie Kjøde Olsen.</i> Vocabulary development in low-educated adult learners of Norwegian L2
09.30-10.00	<i>Neus Frigolé Pujol.</i> Metalinguistic reflection through linguistic contrast in the EFL classroom	<i>Hatice Akgün and Gülcan Erçetin.</i> The Role of Executive Functions and Task Features in Multiple Text Reading	<i>Tongzhou Xiao.</i> Development of Second Language speaking and social interaction in study abroad academic sojourns – Chinese international students in the UK	<i>Bjørn H Handeland.</i> English as an LX- Multilingualism, transfer and interactions with background profile	<i>Sophie Bennett et al.</i> Fundamentals of word learning: The interaction of phonological knowledge, perception and production
10.00-10.30	<i>Natalia Shalaeva.</i> Every puzzle has an answer: learning a language by playing video games.	<i>Elina Lehtilä.</i> Multilingual speakers' utterance and cognitive fluency across languages: Combining speech production and eye-tracking	<i>Sydelle de Souza et al.</i> What can MINERVA2 tell us about killing hope? Investigating L2 Collocational Processing as Memory Retrieval	---	<i>Tianjiao Song and Barry Lee Reynolds.</i> The Effect of Contextual Richness on L2 Learners' Processing and Incidental Acquisition of Nonliteral English Phrasal Verbs: An Eye-tracking Study
10.30-11.00	Coffee break				
11.00-12.30	Doctoral Workshops				
	G33 (Jean-Marc Dewaele)	WG 5 (Marjolijn Verspoor)	WG12 (Xiao Lan Curdt-Christiansen)	Dome LT (Kook-Hee Gil)	C Block LT (Kazuya Saito)
11.00-11.30	<i>Siyang Shen.</i> The Motivation for Learning Mandarin Chinese as a Heritage and Non-Heritage Language in UK Higher Education	<i>Maria Jose Centelles Cuat et al.</i> The development of narrative structure in the oral narratives of L1 Russian/L2 Spanish children	---	<i>Laura Hund.</i> Audio-visual input: A pathway to better perception and production?	<i>Francisco Miguel Valada.</i> The effects and the effectiveness of different types of instruction on the acquisition of Dutch vowels by L1 speakers of Portuguese

11.30-12.00	<i>Yanan Lu and Bene Bassetti.</i> The Interrelationship Between Foreign Language Enjoyment, Foreign Language Classroom Anxiety and Beliefs about Language Learning	<i>Annika Rossmannith.</i> Socio-affective Factors, Retirement Resources, and Variability in L2 Trajectories of Third Age Learners	<i>Zhonghan Lin.</i> The Study of Family Language Policy (FLP) in Hokkien-Speaking Diasporic Families in the UK	<i>Elena García-Guerrero.</i> Interpretation and processing of relative clause attachment: the influence of L2 instructed exposure in bilinguals' L1	<i>Yolanda Xavier and Susana Correia.</i> Nasal vowels, primary word stress production and their role in foreign-accented speech of L1 Ukrainian speakers of Portuguese as an L2
12.00-12.30	---	<i>Lukas Zbinden.</i> Retirement as a Predictor of Change in Cognitive Functioning and L2 Learning: Evidence from a Longitudinal Micro-development Study	<i>Karina Fascinetto-Zago.</i> Code-Switching by Venetian-Spanish Bilingual in a Family Interaction: Longitudinal Case Study	<i>Anna Michelotti and Helen Engemann.</i> Priming and the L2 acquisition of motion event constructions	<i>Marie Schnieders.</i> Lexical Stepping Stones and Stumbling Blocks in Early Foreign Language Learning – Lexical Effects on Morphosyntactic Acquisition of Primary School Students
12.30-13.30	Lunch				
13.30-18.00	Roundtable -- C Block LT Bilingualism and language learning in special populations				
13.30-13.45	<i>Judith Kormos:</i> Introduction				
13.45-14.25	<i>Jackie Masterson:</i> title tbc				
14.25-15.05	<i>Anna Tsakalaki:</i> Adults as facilitators of learning for children with reading difficulties in diverse language learning contexts.				
15.05-15.25	Coffee break				
15.25-16.05	<i>Benjamin Kremmel:</i> Accommodating learners with specific learning difficulties in L2 assessment: a straightforward matter?				
16.05-16.45	<i>Judith Kormos:</i> The role of first language, working memory and reading anxiety in second language reading: Implications for teaching and assessment for language learners with specific learning differences				
16.45-17.00	Comfort break				
17.00-18.00	Discussion				
	PhD student evening (for doctoral students) Executive Committee dinner (for Executive Committee)				

THURSDAY 31st

08.00-

Registration

08:30

08.30-

Opening -- Great Hall

09.00

09.00-

Plenary 1 -- Great Hall

09.30

Jason Rothman: Multidimensionality and determinism of individual differences in -lingualism research: Heritage Language Bilingualism as a case in point.

10.00-

Coffee break and Poster Session 1

11.00

- *Allen Chee et al.* Exploring the Relationship Between Teachers' and Students' Emotional Intelligence and Emotional Vocabulary
- *Marie-Ange Dat et al.* Secondary 1 pupils' spontaneous EFL oral acquisition: the advantage of modelization
- *Vanessa De Wilde.* How do learner-internal and learner-external individual differences affect adolescent learners' L2 English speaking development? - A dense longitudinal study
- *Ann-Kristin Helland Gujord et al.* L2 Learners with low educational background
- *Julia Jakob.* It's about time: Exploring refugee L2 learners' narratives of time through the lens of agency
- *Kathy Kim.* Testing the interface of implicit and explicit L2 grammar knowledge and their reciprocal relationship: A one-year longitudinal study
- *Vita Kogan and Nadezda Bragina.* A longitudinal exploration of the effects of singing on L2 beginner pronunciation
- *Judit Kormos and Shungo Suzuki.* The role of working memory and creativity in written task performance
- *Pierre Largy et al.* Une étude exploratoire sur l'impact de la profondeur orthographique et de la complexité morphologique de la L1 sur le traitement morphographique en français L2
- *Enhao Léger-Zheng and Olga Théophanous.* Effect of first language lexicalisation on second language lexical inferencing and acquisition: A study of French-speaking learners of Chinese as a foreign language
- *Gil-Marie Mercelina et al.* Early bilingual Papiamentu-Dutch reading development in a post-colonial context
- *Ian Munby.* i-lex: an improved method of assessing L2 learner ability to see connections between words?
- *Akbar Nadjar Hendra et al.* Crosslinguistic influence and proficiency in L2 and L3 knowledge of aspect in Japanese
- *Kakia Petinou and Kyriakos Antoniou.* Autism and Cognition in Bidialectalism
- *Fei Yuan and Boping Yuan.* Local and long-distance classifier-noun agreement in L2 Chinese sentence processing
- *Vera Serrau et al.* Does L1 orthographic depth influence L2 orthographic processing of inflected words?
- *Šárka Šimáčková et al.* A longitudinal study of preschool learners' L1-L2 vowel production
- *Neal Snape et al.* The Instructed Learning of Form-Function Mappings of L2 English Generic NPs
- *Glenn Starr and Emilie Destruel.* Exploring receptivity to adjectival scales in L2 implicature derivation
- *Lari-Valtteri Suhonen.* Multilingual experience results in early noticing and resolution of translation ambiguity in vocabulary learning
- *Anita Thomas and France Rousset.* Linguistic and interactional development of interrogatives in French L2: proficiency or exposure?
- *Katie Von Holzen et al.* Lexical overlap in foreign language speech segmentation in primary-level students
- *Hilary Walton.* French Immersion vs. Core French L2 Accentedness: Proficiency Scores and Native Speaker Ratings
- *Yeqiu Zheng et al.* The value of sign and print: Language proficiency predicts deaf signers' occupational prestige and income

		Parallel Sessions 1						
		1a Great Hall	1b G33	1c WG 5	1d WG12	1e Law LT2	1f Law LT3	1g Law SR111
11.00-13.00		<i>Shungo Suzuki and Judit Kormos.</i> The moderating role of L2 automaticity in the predictive power of L1 fluency for L2 utterance fluency	<i>Joana Teixeira et al.</i> Clitic placement in adult L2 European Portuguese: when L1 and L2 acquisition meet	<i>Alfak Albakistani.</i> How Skills-based Classroom Activities Shape Learners' Foreign Language Enjoyment: A Mixed-Modelling Longitudinal Examination	<i>Hakyung Sung and Gyu-Ho Shin.</i> Comparison of morphological analyzers for L2-Korean written corpora	<i>Darrell Wilkinson.</i> Student-Made versus Pre-Made Word Cards for EFL Vocabulary Learning: Learning Outcomes and Learner Perceptions	<i>Eva Puimège and Aysen Tuzcu.</i> The effects of typographic enhancement and attention on the development of explicit and implicit knowledge of L2 collocations	<i>Bastien De Clercq et al.</i> The effects and the effectiveness of different types of instruction on the acquisition of L2 phonology: a meta-analysis
11.30-12.00		<i>Elise van Wonderen et al.</i> Does exposure to multiple languages influence children's pragmatic abilities? A meta-analysis	<i>Katrin Schmiderer and Barbara Hinger.</i> Encoding and decoding adjectival agreement in instructed Italian L3 learning	<i>Laurence Mettewie et al.</i> Enjoyment, anxiety, and language learning motivation in CLIL and non-CLIL: a longitudinal approach	<i>Tobias Becker.</i> L2 Writing and NLP Tools - Raising Awareness of the Importance of Preliminary Analysis of Writing Output	<i>Sofie Johansson and Clas Olande.</i> Supporting Second Language Learners in Science Education: Insights from a Science and Literacy Teaching Project	<i>Ronit Breslaw and Batia Laufer.</i> Learning New Collocations: The Effects of Grouping (Thematic versus Unrelated) and Language of Instruction (L2 versus L1 and L2)	<i>Lucrecia Rallo Fabra and Michael Tyler.</i> Discrimination of Californian English vowel contrasts by experienced Spanish-Catalan learners
12.00-12.30		<i>Frederike Klose et al.</i> The relationship of parent-child interaction, socio-economic status and young learners' non-verbal intelligence in mono- and bilingual classrooms	<i>Sarah Schimke et al.</i> Different weightings of the agent-first strategy and a semantic cue in L1 and L2 sentence processing	<i>Masashi Haneó.</i> An investigation of changes in Japanese EFL learners' anxiety, enjoyment, and confidence while performing three similar task-based activities	<i>Raphael Berthele.</i> Classification of written texts: Identifying first languages and writing conditions with machine learning algorithms	<i>Lukas Urbanek.</i> Language mediation and vocabulary enhancement through active subtitling - Insights into a L2-Dutch language learning project at German schools	<i>Mengxue Li and Frank Boers.</i> Using multiple-choice exercises for collocation learning: Do distractors linger in memory?	<i>Louise Shepperd et al.</i> Learner perceptions of difficult L2 phonological contrasts and orthographic influence across writing systems
12.30-13.00		<i>Ann-Christin Bruhn et al.</i> Quality of input moderates the effect of socio-economic status on young L2 learners' phonological awareness	<i>David Öwerdieck and Holger Hopp.</i> Grammatical features in intermediate-level early vs late L2 sentence processing: Age and feature asymmetries	<i>Jean-Marc Dewaele et al.</i> The effect of teaching method on levels of enjoyment, boredom and anxiety of young French learners of English	<i>Laurence Romain et al.</i> Order of exposure matters: a case study of the article system in English	<i>Kavita E. Thomas.</i> Evaluating explicit inductive and deductive corrective feedback on EFL 3rd sg -s acquisition: Introducing analogy-based corrective feedback	<i>Dogus Oksuz et al.</i> Tracking the Development of Noun-Adjective Collocations in L2 Learners of Portuguese: A Learner Corpus Analysis	<i>Fernanda Barrientos.</i> Feature redeployment in L2 vowel perception: how important is the presence of an active feature in the L1?

13.00-14.00	Lunch						
14.00-15.00	Plenary 2 -- Great Hall <i>Andrea Révész: Investigating second language speaking and writing processes: A task-based perspective.</i>						
15.00-15.15	Comfort break						
15.15-16.15	Parallel Sessions 2						
15.15-16.15	2a Great Hall	2b G33	2c WG 5	2d WG12	2e Law LT2	2f Law LT3	2g Law SR11
15.15-15.45	<i>Carmen Muñoz.</i> FL learning outcomes after 6 years in primary school: Factors accounting for success	<i>Amanda Edmonds et al.</i> The distributed practice effect with an incidental grammatical target	<i>Ryo Nitta and Kyoko Baba.</i> Researching learner agency from a Complex Dynamic Systems Theory perspective: A multilayered approach	<i>Yan Gu et al.</i> Back to the future or the past? The effect of Chinese Sign Language (CSL) and Mandarin print on deaf CSL-Mandarin bilinguals' spatial conceptualisation of time	<i>James Stratton.</i> Intentional and incidental vocabulary learning: The role of historical linguistics in the second language classroom	<i>Melanie Fuchs.</i> Factors determining the receptive vocabulary size of school-aged immigrants in their second language	<i>Kazuya Saito et al.</i> Auditory Processing as Perceptual, Cognitive, and Motoric Abilities Underlying Successful Second Language Acquisition
15.45-16.15	<i>Elsa Tragant.</i> Motivation after ten years: learner profiles with a time dimension	<i>Kateryna Derkach and Theodora Alexopoulou.</i> The Transferability of Processing Instruction Gains from Input to Output Tasks: the Case of L2-English Articles	<i>Renato Pavlekovic and Karen Roehr-Brackin.</i> Measuring Aptitude for Explicit and Implicit L2 Learning	<i>Renia Lopez-Ozieblo.</i> Decoding the functions of gestures in adult learners of English as a foreign language: Preliminary results from a 3 year long multi-participant study	<i>Jingyuan Zhuang.</i> A mixed methods study of learning L2 English modality through online concept-based language instruction	<i>Amaury Van Parys et al.</i> The vocabulary demands of English and French L2 textbooks: A cross-lingual corpus study	<i>Marlisa Hommel.</i> L2 perception training and its effects on perception and word recognition in the Dutch classroom
16.15-16.30	Coffee break						

Parallel Sessions 3							
	3a Great Hall	3b G33	3c WG 5	3d WG12	3e Law LT2	3f Law LT3	3g Law SR111
16.30-18.00	---	<i>Aaricia Ponnet and Ludovic De Cuypere.</i> The acquisition of Differential Object Marking and split ergativity: a longitudinal study on L1 Dutch learners of Hindi as a foreign language	<i>Lewis Baker.</i> Cross-linguistic (dis)similarity and L2 acquisition as predictors of L1 morphosyntactic attrition	<i>Jacopo Torregrossa et al.</i> Bilingual children's Theory of Mind abilities: The benefits of biliteracy exposure	<i>Katrijn Gijswijt et al.</i> Examining the relationship between teacher characteristics and learning gains in adult L2 learners with diverse educational backgrounds	<i>Athina Ntalli et al.</i> Age and L1 effects in the acquisition of verb morphology in English by Chinese and Russian children in an EFL context: evidence from oral narrative production	<i>Kornélia Juhász and Huba Bartos.</i> Synchronization of tone and intonation in the production of Hungarian learners of Mandarin Chinese
17.00-17.30	---	<i>Shweta Nigam.</i> Depth of processing, learner aptitude and the acquisition of L2 English grammatical structures	<i>Hadil Alraddadi and Jeanine Treffers-Daller.</i> L2 Lexical Attrition in Receptive and Productive Knowledge of Collocations among Bilingual Saudi Arabic-English Returnees and Saudi Heritage Speakers in the United States	<i>Sonja Eisenbeiß et al.</i> Bilingual reading improves bilinguals' ability to integrate information from different texts	<i>Jing Zhou and Yan Gu.</i> Gestures in naturalistic classroom teaching and their impact on students' evaluations of teachers	<i>Jogile Teresa Ramonaite.</i> Acquisition of verb morphology in Lithuanian L2: category of person	<i>Miquel Llompарт.</i> On the coupling between perception and production of second-language sounds in tasks involving lexical processing
17.30-18.00	---	<i>Ryo Maie and Aline Godfroid.</i> Testing the three-stage model of second language skill acquisition	<i>Fernando Martín-Villena et al.</i> L1 attrition in instructed and immersed bilinguals: evidence from the production, interpretation, and processing of subject referring expressions	<i>Kyriakos Antoniou and Kikia Petinou.</i> Bidialectalism and Executive Control in Older Adults	<i>Pablo Robles-García et al.</i> Teacher Judgements as a Predictor of Students' Vocabulary Knowledge	<i>Anja Binanzer et al.</i> Implicational patterns in the L2 acquisition of German verb inflection	<i>Rachel Albar and Hiyon Yoo.</i> Producing non-final prosodic contours in French – A comparison of Japanese and Chinese learners
18.00-19.30	Reception and EuroSLA Distinguished Scholar Award -- Great Hall						

FRIDAY 1st

Parallel Sessions 4							
	4a Great Hall	4b G33	4c WG 5	4d WG12	4e Law LT2	4f Law LT3	4g Law SR111
08.00-10.00	<i>Malgorzata Forys-Nogala et al.</i> Learning L3 words in class: do similarity effects accumulate across languages?	<i>Georgia Knell and Saioa Cipitria.</i> Out of sight, out of mind: Investigating the role of salience in the initial processing of morphology in SLA	<i>Susanne Reiterer et al.</i> Phonaesthetics and L2: Does enjoying the sound of foreign languages support L2 learning?	<i>Dieter Thoma.</i> L2 use or happy music reduce bilinguals' morals. Why the moral foreign-language effect may have to do little with emotions	<i>Maria Angeles Hidalgo and Izaskun Villarreal.</i> Intensity matters in CLIL: Evidence from primary school learners' receptive skills	<i>Maria Roccaforte et al.</i> Are phraseological units processed holistically? An eye-tracking study on L1 and L2 speakers of Italian	<i>Peter Thwaites et al.</i> Crowdsourced comparative judgement for L2 writing assessment: is high reliability still possible when texts are homogeneous in proficiency and diverse in topic?
08.30-09.00	<i>Nils Jaekel et al.</i> The role of linguistic distance and language use on L2/L3 English proficiency	<i>Yu Liu and Leah Roberts.</i> The processing and production of L2 tense-aspect by Chinese and Arabic learners of English	<i>Mitsuhiro Morita et al.</i> What do you mean by "Do you like learning English?"	<i>Pernelle Lorette et al.</i> How language and emotional intelligence shape judgements of real-life moral transgressions of first and foreign language users of English	<i>Matthew Pattemore and Roger Gilbert.</i> The effectiveness of different types of automated feedback in digital language learning games for children	<i>Luciana Forti et al.</i> Exploring the psycholinguistic reality of L2 corpus-based phraseological complexity: an eye-tracking study across proficiency levels	<i>Cyrcia Bolibaugh and David O'Reilly.</i> Data sharing practices in L2 research: A peek under the hood at IRIS
09.00-09.30	<i>Helen Forsyth.</i> Receptive grammar acquisition from a processability perspective: application to the L3 English context	<i>Jiuzhou Hao et al.</i> Predictive processing in the heritage language? The case of Mandarin classifiers	<i>Katarina Mentzelopoulos.</i> 'It was tricky' – Examining the motivation to learn multiple languages through a complex narrative approach	<i>Nikki Maria Christofi et al.</i> The Foreign Language Effect (FLE) on moral judgment and the role of foreign language proficiency	<i>Stefania Ferrari.</i> Requesting in Italian L1 and L2 at primary school. A longitudinal study on request development over time and teaching effects on young learner spoken performance in interaction	<i>Irene Fioravanti et al.</i> The role of lexical fixedness in L1 and L2 processing of Italian free combinations versus collocations	<i>Aline Godfroid.</i> A methodological synthesis of reporting practices in eye-tracking research
09.30-10.00	<i>Andrzej Jarynowski et al.</i> Third language acquisition in high intercomprehension settings: The case of displaced Ukrainians learning Polish	<i>Vatcharit Chantajinda et al.</i> Definite and demonstrative descriptions in L2 acquisition of English by L1-Korean speakers: A	<i>Teresa Cadierno et al.</i> The role of L2 learning environment in shaping individual learner factors and language achievement: A comparison study of Danish and Span-	<i>Monika Schmid and Karen Roehr-Brackin.</i> The foreign language effect and vaccine hesitancy: a COVID-19 study	<i>Alexandra Vraciu and Elisabet Pladevall Ballester.</i> Fluency in task-based peer interaction: Exploring the effects of interactional instruction on	<i>Dale Brown and David Coulson.</i> The relationship between productive knowledge of L2 collocations and proficiency in listening, reading, speaking and writing	<i>Pascale Leclercq et al.</i> Insights from multimodal analysis on longitudinal interview data: the case of <i>I don't know</i>

	modified replication of Ionin et al. (2012)	ish/Catalan learners of L2 English		primary school EFL learners		
10.00-11.00	Coffee break and Poster Session 2					
	<ul style="list-style-type: none"> • <i>Monika Bader et al.</i> Language awareness in primary school EFL lessons: teachers' cognitions and practices • <i>Simona Bora.</i> Interactive didactics: enhancing L2 speaking complexity and accuracy through a blended drama approach • <i>Ilaria Borro.</i> Cognitive engagement and glossing: effects of L1, L2 and intercomprehensible glosses on vocabulary learning. An eye-tracking study • <i>Athenea Botey and Júlia Barón.</i> Pragmatic awareness and proficiency: Are highly proficient learners more pragmatically aware? • <i>Phat Cao et al.</i> A Systematic Review of the Construct Validity of the Academic Pearson Test of English • <i>Akiko Eguchi and Remi Murao.</i> What Do Elicited Imitation Tasks for Young EFL Learners Measure? • <i>Shuo Feng et al.</i> Acquisition of quantifier-negation scope and grammatical morphemes by Chinese learners of Korean • <i>Anna Hart et al.</i> Investigating the linguistic and social effects of the first year of schooling on the grammar of child heritage speakers: focus on Polish heritage children in the UK • <i>Yi Liu and Thomas Hammond.</i> A corpus-based approach to 'singular they' in L2 writing • <i>Elizabeth Machin.</i> Intervening with debates: EFL students re-engaging in an Exploratory Practice classroom • <i>Paul M. Meara and Imma Miralpeix.</i> Exploring vocabulary attrition through network models: Possibilities, findings and potential • <i>Hitoshi Mikami.</i> Is L2 grit related to absolute levels of language attainment? • <i>Simone Morehed.</i> Comprehension of prefaced disagreements in French by advanced L2 learners • <i>Mikie Nishiyama and Noriko Matsuda.</i> Insights into the Appropriate Use of Machine Translation in Foreign Language Education • <i>Magali Paquot et al.</i> A core metadata schema for L2 data • <i>Jie Rao and Bimali Indrarathne.</i> Adult learner motivation to learn Chinese in second and foreign language contexts • <i>Isabel Repiso and Cyrille Granget.</i> Cross-linguistic pervasiveness of Agent-first in passive contexts and effects in L2 grammars • <i>Duygu Şafak and Holger Hopp.</i> Learning syntactic variation in L2 sentence processing: The role of prediction error • <i>Carola Strobl et al.</i> The German Summary corpus (GerSumCo): A new resource for contrastive research into L2 German of advanced writers • <i>Ineke Vedder.</i> Assessing syntactic complexity in L2 academic writing: teacher judgments, student ratings and complexity indices • <i>Yifan Wang and Andrea Krott.</i> Multilingualism negatively predicts prosocial behaviour in young adults, mediated by empathic concern • <i>Kristina Weissbecker.</i> Processing cognates in idiomatic expressions: a real 'nut to crack' • <i>Lilong Xu and Boping Yuan.</i> What looks native-like may not necessarily be native-like: Evidence from L2 Chinese covert objects 					
11.00-12.30	Parallel Sessions 5					
	5a Great Hall	5b G33	5c WG 5	5d WG12	5e Law LT2	5f Law LT3
11.00-11.30	<i>Zeynep Köylü.</i> Integrating into the Host Country: The Role of Initial Proficiency and Individual Differences	<i>Onur Özsoy et al.</i> "vallah war geschockt" - Subject-drop in heritage and monolingual speakers of German	<i>Anna-Maria Ramezanzadeh et al.</i> 'Believing and Achieving' in learning Arabic: the relationship between 'motivational selves' and proficiency in a multiglossic context	<i>Freya Gastmann et al.</i> Limitations of the cognate effect: How L2 proficiency and stimulus frequency modulate adolescent second language learners' word recognition	<i>Stefania Spina and Aivars Glaznieks.</i> Adjective intensification in young multilingual learners of L2 Italian and German from South Tyrol	<i>Csaba Zoltan Szabo et al.</i> Vocabulary Knowledge and Language Proficiency as Predictors of Academic Achievement in the Vietnamese context
						<i>Cecilia Gunnarsson-Largy.</i> On phonological and visual processing in L2 spelling

11.30-12.00	<i>Simon Humphries.</i> From reluctance to confidence: A longitudinal study of Japanese students' foreign language speaking fluctuations in Europe	<i>Jye Smallwood.</i> The role of L1 typology and L2 proficiency in predicting null-subject transfer	<i>Miroslaw Pawlak.</i> Examining the role of grit in learning L2 grammar: Links to motivation, self-efficacy and achievement	<i>Valentina Ragni et al.</i> Cognate vs. Non-cognate Processing in Subtitle Reading: an Eye Tracking Study	<i>Daniela Avello and Carmen Muñoz.</i> Do captioned-videos foster the learning of noun-noun constructions in primary school EFL students?	<i>Ferran Gesa and Rosa María Jiménez Catalán.</i> EFL learners' receptive and productive vocabulary sizes and the CEFR: An exploratory study	<i>Nathalie Dherbey Chapuis and Raphaël Berthele.</i> Comparing explicit and implicit teaching of phoneme grapheme correspondences
12.00-12.30	<i>Dan P. Dewey et al.</i> Peer interaction dynamics and SLA trajectories during study abroad: Insights from longitudinal social network analysis	<i>Alexandra Fiéis et al.</i> Input matters in L2 acquisition at the interfaces: The case of null objects in L2 European Portuguese	<i>Mª del Mar Suárez.</i> Young learners' cognitive development, language preference and bilingual status in foreign language aptitude testing	<i>Ying Xian Koh et al.</i> Evaluating a Malay-English and Mandarin-English cognate list and the cognate effect through bidirectional translation tasks	<i>Kristin Kersten.</i> Types of L2 input and instructional techniques predict novice and more advanced L2 learners' proficiency differentially	<i>Amber Dudley et al.</i> Exploring the components of vocabulary knowledge and their relationships with proficiency in listening and reading	<i>Heike Mlakar et al.</i> Investigating the cognitive and linguistic underpinnings of L2 Spelling
12.30-13.30	Lunch						
13.30-15.30	Parallel Sessions 6						
	6a Great Hall	6b G33	6c WG 5	6d WG12	6e Law LT2	6f Law LT3	6g Law SR111
13.30-14.00	<i>Anders Agebjörn and Lars Bokander.</i> Exploring the relationship between educational background, vocabulary learning strategy use, and vocabulary knowledge in immigrants learning L2 Swedish	<i>Gyu-Ho Shin and Jeongeun Shin.</i> Cross-linguistic influence under noisier L2 representations: A case of L2 comprehension of Korean dative construction	<i>Jakub Przybył and Miroslaw Pawlak.</i> Personality as a factor affecting the use of language learning strategies: The case of university students	<i>Natalia Parker and Clare Wright.</i> Reframing the Role of Gender in the L2 Acquisition of Russian Case	<i>Kaja Haugen et al.</i> Constructing a new test for metalinguistic awareness: The MetaLearn test and its baseline results	<i>Cadit Nissan Zilbiger and Batia Laufer.</i> Are textbooks a good source for vocabulary learning?	<i>Lea Suter et al.</i> Enhanced new vocabulary learning in adolescent L2 French learners through the use of pre- and post-viewing activities
14.00-14.30	<i>Marieke Vanbuel and Bart Deygers.</i> Exploring Inter-Individual Differences in L2 Receptive Development among Adults with Diverse Educational Backgrounds	<i>Junko Yamashita and Kunihiro Kusanagi.</i> Direct and Indirect Contributions of Three Aspects of Morphological Knowledge to L2 Reading Comprehension	<i>Gisela Sosa-López.</i> L2 Speaking Anxiety: A Subjective and Objective Analysis	<i>Kamil Długosz.</i> Transfer effects in the assignment of grammatical gender in L3 vs. L4 Swedish	<i>Roeland Van Hout and Frans Van der Slik.</i> Can human capital and linguistic distance measures explain country TOEFL scores over the period 2005–2020?	<i>Suhad Sonbul et al.</i> The effect of expanding versus equal spacing practice on the deliberate learning of collocations	<i>Danni Shi.</i> The effects of task repetition on second language learners' phonological acquisition of technical vocabulary through multimodal academic lecture viewing

14.30-15.00	<i>Danijela Trenkic and Selma Babayigit.</i> English language proficiency, academic English skills and academic outcomes in higher education: Differences between students with English as first language, additional language and foreign language	<i>Neil Walker et al.</i> The Optimal Lag for Intentional and Incidental Language Learning	<i>Thomas Wagner and Claudia Resch.</i> Foreign language aptitude, learning environments, and motivational self-determination in Austrian primary school learners. Reflections on a pilot study	<i>Tekabe Legesse Feleke.</i> The role of differential crosslinguistic influence and other constraints in L2 predictive gender processing	<i>Christian Holmberg Sjöling.</i> Lexical complexity and assessment of EFL writing: a study of the assessment of English vocabulary in the Swedish national tests	<i>Raquel Serrano and Ana Pellicer-Sánchez.</i> Exploring different implementations of repeated reading for incidental vocabulary learning	<i>Imma Miralpeix et al.</i> Vocabulary learning in a novel language after minimal exposure to multimodal input
15.00-15.30	<i>Leonarda Prela et al.</i> 'Perfect' bilinguals? A comparison between heritage language speakers and late second language learners	<i>Zlatomira Ilchovska et al.</i> Bilingual language switching: ERP and time-frequency EEG processes	<i>Michał B. Paradowski and Magdalena Jelińska.</i> Predecessors of L2 grit and their complex interactions in online SLA: Complementary contributions of regression and psychological network analysis	<i>Alicia Luque et al.</i> Examining Gender Agreement Processing in Spanish as a Heritage Language: An EEG Study	<i>Anastasia Drackert et al.</i> A mixed-methods study into the role of the time variable in the construct of computer-administered C-Tests in three languages	<i>Xuehong Stella He.</i> Presentation Formats and Attention: Evidence from Eye Movements When Learning L2 Chinese Vocabulary	<i>Anastasia Pattemore et al.</i> Maximising the potential of L2 input for early L3 development: The case of plurilingual audiovisual input
15.30-16.30	Plenary 3 -- Great Hall						
16.30-18.00	<i>Detmar Meurers:</i> Scaling up SLA research in the classroom: Digitally supported randomized controlled field studies.						
	Coffee break (16:30-17.00) and AGM						
	Independent travel to conference dinner						
	Conference dinner (pre-booked participants) -- Burlington Hotel (Burlington Arcade, Birmingham B2 4JQ)						

SATURDAY 2nd

Parallel Sessions 7							
	7a Great Hall	7b G33	7c WG 5	7d WG12	7e Law LT2	7f Law LT3	7g Law SR111
08.00-10.00	<i>Chloe Marshall et al.</i> Which aspects of visual motivation aid the implicit learning of signs at first exposure?	<i>Elifcan Öztekin and Gülcan Erçetin.</i> Multilingual Experience in Language Aptitude and Working Memory	Colloquium: Bilingual Cognition and Advances in Multi-competence Perspectives <i>Chise Kasai et al.</i> Cognitive states of bilingual speakers	<i>Pauliina Peltonen et al.</i> Understanding L2 repair fluency: Perspectives of L1 repair fluency, cognitive fluency, and language anxiety	<i>Iwarin Suprapas and Beatriz González-Fernández.</i> Gaming as an extramural activity for L2 incidental vocabulary acquisition	<i>Gareth Carrol et al.</i> Acquiring lexical patterns from the input: how quickly do learners see things in "black and white"?	<i>Cristina Aliaga Garcia and Mireia Ortega Duran.</i> Enhancing English pronunciation awareness: a longitudinal study of self-perception and self-assessment of own speech
08.30-09.00	<i>Holger Hopp et al.</i> Procedural memory and lexical constraints on L2 implicit grammatical learning	<i>Handan Lu.</i> How working memory relates to reading comprehension between screen and print among Chinese and English university students	<i>Miho Sasaki and Yoshiko Murahata.</i> Effects of L1 and L2 on Categorisation of Body Parts from the Perspective of Multi-competence	<i>Cirsten Carlson.</i> Is it in the pausing? Effects of spoken L2 complexity, accuracy, and fluency (CAF) on communicative adequacy	<i>Beatriz González-Fernández.</i> Comparing the L2 proficiency and lexical development of app-based vs. classroom-based EFL learners	<i>Thomas Hammond and Kook-Hee Gil.</i> Crossing research paradigms: the case of formulaic expressions in longitudinal learner corpus data	<i>Ting Yao et al.</i> Enhancing L2 Pronunciation through Embodied and Non-Embodied Shadowing: The Role of Speech Latency
09.00-09.30	<i>Ekaterina Tiulkova et al.</i> The impact of input on the Harmonious Bilingual Development in French-Russian children	<i>Junlan Pan and Emma Marsden.</i> Development and validation of domain-specific working memory measurements	<i>Panos Athanopoulos and Amal Albureikan.</i> Integration of language-specific categories in bilingual cognition: Evidence from motion event categorisation in Arabic L2 users of English	<i>Xin Rong.</i> Task and Time Effects on Revision Behaviours in Computer-Mediated Synchronous Collaborative Writing	<i>Evita Moulara et al.</i> Technology-enhanced language learning and learners' language skills: Does the traditional way of teaching and learning truly hinder learners' L2 improvement?	<i>Rebecca Moden.</i> Developing productive knowledge of single words and formulaic sequences from explicit instruction	<i>Yui Suzukida.</i> Assessing the role of accent exposure in reducing foreign language pronunciation learning anxiety
09.30-10.00	<i>Junya Fukuta et al.</i> Developmentally Moderated Factors Influencing the L2 Production of English Dative Construction: A Learner Corpus Study	<i>Ehsan Solaimani et al.</i> Is L2 parsing qualitatively different from native parsing? The role of context and individual differences in Working Memory Capacity and proficiency	Colloquium discussion	<i>Myeongeun Son and Jongbong Lee.</i> Does more time lead to better L2 writing performance?	<i>Matt Lucas.</i> When cross-linguistic influence intersects with deixis: Can web-based contrastive instruction improve L2 spoken accuracy?	<i>Paweł Szudarski et al.</i> Repetition and incidental learning of multiword units: a conceptual replication study of Webb et al. (2013)	<i>Mireia Ortega et al.</i> Task complexity effects on L2 pronunciation: exploring trade-offs between lexico-grammar and pronunciation

10.00-
11.00

Coffee break and Poster Session 3

- *Sally Alghamdi and Jeanine Treffers-Daller*. How effective is intentional vocabulary learning using word cards?
- *Eleonora Bognioni and Roumyana Slabakova*. Acquisition of generic meanings in L3 Italian
- *Lars Bokander et al.* Internal validity of the new LLAMA (v.3) aptitude tests
- *Tineke Brunfaut et al.* From paper-based to computer-based integrated reading-to-write: Evidence for delivery mode effects at the CEFR B1 level
- *Nicole Busby*. Exploring effects of early extramural English exposure on university students' current L2 vocabulary
- *Maria Busch et al.* Pragmatic Self-Concepts of Multilingual Children and Adolescents in Germany
- *Zhuohan Chen*. Exploring Linguistic Relativity: The Effect of the French Grammatical Gender System on Bilingual Adults' Perception of Objects
- *Saioa Cipitria et al.* Saliency in Second Language Acquisition: A Systematic Review
- *Maria Rosaria D'Angelo*. L'influence translinguistique dans les productions narratives des francophones en italien L2 et l'utilisation des particules de portée additives "anche" et "ancora"
- *Laura Dominguez et al.* Investigating native language attrition of late Spanish/English bilinguals in the UK: the case of aspectual marking in Spanish
- *Nigel Duffield et al.* Investigating sensitivity to partial rules in English wh-questions: Japanese vs. Vietnamese L2 learners
- *Regina Grund and Barış Kabak*. Priming structural similarity in L1-L2 interactions: The use of Present Perfect vs. Simple Past by German learners of English
- *Aarnes Gudmestad et al.* The interpretation of verbal moods in Spanish: A close replication of Kanwit and Geeslin (2014)
- *Carrie Jackson and Holger Hopp*. Cross-linguistic structural priming as a mechanism of cross-linguistic influence: Asymmetrical effects of L1 activation and inhibition
- *Panagiotis Kenanidis et al.* Can adults learn L2 grammar after prolonged exposure under incidental learning conditions?
- *Kimberley Mulder et al.* Processing reduced speech in the L1 and L2: A combined eye-tracking and ERP study
- *Sajjad Pouromid*. Tracking the development in Japanese EFL learners' alignment activity and topic management in study abroad, virtual exchange, and language classroom
- *Jeanine Treffers-Daller and Anne Vicary*. Explaining academic achievement among international students in HE in the UK: the role of creative coping strategies
- *Jonathan Moxon*. Do executive function capacities mediate noticing during face-to-face oral interaction?
- *Kasumi Takahashi and Yuichi Ono*. Acquisition of the "that"-trace effect by Japanese learners of English: Examination of the adverb effect and its implications for the theory of the anti-locality
- *Megumi Terada*. Indirect effect of orthographic form on phonetic realisation in L2 German: A Corpus study of inflectional endings in spontaneous speech
- *Josje Verhagen et al.* Relationships between bilingual exposure at daycare and vocabulary growth in a linguistically diverse group of two- to four-year-olds
- *Vera Yunxiao Xia et al.* Relativized Minimality in L2 revisited: (non-)effects of L1 and tense on processing of object relative clauses
- *Wensi Zhang et al.* The Role of Implicit Learning in Child Second Language Acquisition: Evidence from a Cross-situational Learning Paradigm

11.00-
12.00
11.00-
11.30

Parallel Sessions 8

8a Great Hall	8b G33	8c WG 5	8d WG12	8e Law LT2	8f Law LT3	8g Law SR11
---	<i>Manuel Pulid</i> . Optimizing the input for L2 construction acquisition: The role Zipfian input, rules	<i>Yuko Yoshinari et al.</i> The Asymmetry Hypothesis in Motion Event Descriptions: Evidence from the	<i>Alex Ho-Cheong Leung</i> . Reflections on transdisciplinarity and diversity in SLA studies (part of the proposed colloquium	<i>Federica Pepe</i> . CLI on the acquisition of adjective placement and agreement by English and Italian	<i>Parvaneh Tavakoli et al.</i> Using multiword sequences in a dialogic speaking	<i>Sophia Wulfert et al.</i> Use of L1 phonotactics in initial foreign-language speech segmentation

		and individual working memory	Learners of English, Hungarian and Japanese	entitled "Emerging Trends in L2A research" Number: 9250)	L2 learners of German	task across levels of proficiency	
11.30-12.00	---	<i>Dagmar Divjak et al.</i> Tapping into memory systems: using a split-attention paradigm to determine memory signatures for grammar and lexicon across proficiency levels	---	<i>Anke Lenzing et al.</i> Dynamical Acquisition Theory: The emergence of intentionality and the simulation of SLA dynamics	<i>Yoichi Watari et al.</i> What kind of skill-integrated language activities are effective in improving English proficiency?	<i>Xuehan Zhao et al.</i> Cross-language orthographic associations in proficient Chinese-Japanese bilinguals in a lexical decision task with cross-language priming	<i>Joan C. Mora et al.</i> Speech rhythm and speaking fluency in pronunciation-unfocused tasks: the role of task complexity
12.00-13.00	Plenary 4 -- Great Hall <i>Jean-Marc Dewaele: The crucial role of learner emotions in foreign language performance and acquisition</i>						
13.00	CLOSE. Trip to Stratford-upon-Avon (pre-booked participants)						