

**EUROSLA 20**  
**20th Annual Conference of the European Second Language Association**  
**University of Modena and Reggio Emilia, Italy, 1-4 September 2010**

**P R O G R A M M E**

W e d n e s d a y , 1 s t S e p t e m b e r 2 0 1 0

9.00-18.30	<b>R E G I S T R A T I O N</b>		
	<b>Doctoral Workshops</b>		
	Room 3	Room 4	Room 6
Discussants	Gürel, Gilabert	Dewaele	Ferrari, Grassi
9.00-9.30	<b>Okugiri.</b> Prototypical English relative constructions by Japanese speakers		
9.30-10.00	<b>Song.</b> The L2 acquisition of null and overt pronouns by English learners of Korean	<b>Cabrelli Amaro.</b> The Phonological Permeability Hypothesis: Measuring regressive L3 interference to test L2 phonological representations	<b>Lertola.</b> How interlingual subtitling can promote SLA? A multi-methods research
10.00-10.30	<b>Judy.</b> Interface vulnerability in L2 Spanish (L1 Farsi): The NSP in end-state grammars	<b>Campos-Dintrans.</b> The first language phonology factor in SLA	<b>Menegale.</b> Language learner autonomy aimed at promoting plurilingual competences
10.30-11.00	<b>Coffee Break</b>		
Discussants	Bardel, Sorace	Nuzzo, Vedder	Grassi, Santoro, Lopriore
11.00-11.30	<b>Bradičić.</b> Perception of lexical similarities between L2 Italian and L3 English	<b>Lumley.</b> The development of a system of person reference in L2 Japanese by English-speaking learners	<b>Arsalan.</b> Language socialization and effective English language teaching in primary schools in Pakistan
11.30-12.00	<b>Ortega Duran.</b> Input and cognitive abilities effects on L3 English oral production: A study on crosslinguistic influence	<b>Munezane.</b> The power of will to cross the Rubicon: A way to foster L2 WTC	<b>Gauci.</b> Instructional intervention in interlanguage pragmatics. An empirical study with advanced learners of Italian in Malta
12.00-12.30	<b>Svensson.</b> Conceptual transfer in the expression of hypotheticality in Norwegian as L2 – a corpus-based study	<b>Constantinou.</b> An Investigation of bilingual and bidialectal pupils' writing performance in Cyprus	<b>Stevenson.</b> Different interpretations of similar data: The difference between “phonetic” and “phonemic” perceptions
12.30-13.00	<b>Iverson.</b> L2 effects on a ‘stable’ L1 grammar: The L2 Brazilian Portuguese influence on L1 Spanish	<b>Levkina.</b> The effects of task sequencing on L2 acquisition as mediated by working memory capacity	<b>Silva Veloso.</b> Elaborazione di un test di valutazione della comprensione orale in italiano

13.00-14.00	<b>L u n c h</b>					
	<b>Language Learning ROUNDTABLE: Interaction and second language acquisition</b> Chairs: <b>Simona Pekarek-Doehler</b> and <b>Gabriele Pallotti</b> . Room: Aula Magna					
14.30-15.00	<b>Johannes Wagner</b> , Language learning in the wild					
15.00-15.30	<b>Paul Seedhouse</b> , A holistic approach to task-based interaction					
15.30-16.00	<b>Roy Lyster</b> , Research on feedback effectiveness: From observation to intervention studies					
16.00-16.30	<b>Alison Mackey</b> , Interaction research: Cognitively oriented and socially informed?					
16.30-17.00	<b>C o f f e e B r e a k</b>					
17.00-17.40	Discussion: <b>Wagner, Seedhouse, Lyster, Mackey</b>					
17.40-18.30	Open discussion					
<b>T h u r s d a y , 2 n d S e p t e m b e r 2 0 1 0</b>						
8.30-9.00	<b>R E G I S T R A T I O N</b>					
9.00-9.30	<b>C o n f e r e n c e O p e n i n g</b>					
9.30-10.30	<b>PLENARY</b> – Chair: Jean-Marc Dewaele. Room: Aula Magna <b>Antonella Sorace. SLA as bilingualism: Or, it's time to see the forest for the trees</b>					
10.30-11.00	<b>C o f f e e B r e a k</b>					
	<b>PARALLEL SESSIONS</b>					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Di Sabato	Mackey	Steinlen	Laufer	Håkansson	Lopriore
11.00-11.30	<b>Pawlak.</b> Using focused communication tasks as a measure of implicit L2 knowledge	<b>McDonough.</b> Collaborative syntactic priming activities and EFL question development	<b>Reckziegel, Kabak.</b> German L2 learners' production of Italian consonant length contrasts	<b>Elgort.</b> Using priming effects to evaluate L2 vocabulary acquisition	<b>Gabriele, Canales.</b> No time like the present: Examining transfer at the interfaces in L2 acquisition	<b>Tremblay, Sabourin.</b> Behavioural and electrophysiological discrimination of non-native contrasts by more and less experienced language learners

11.30-12.00	<b>Rule, Myles, Mitchell, David, dos Santos.</b> The development of receptive lexical knowledge of instructed young learners of L2 French	<b>Basterrechea, García Mayo.</b> The facilitative role of a pushed output task in collaborative vs individual performance	<b>Harada.</b> No pronunciation advantage for early learners over late learners	<b>Hoshino.</b> Examining difficulties in acquiring various meanings of L2 vocabulary: Core meaning or relatedness of L1 translation?	<b>Barton, Kupisch.</b> Genericity in adult bilingual speakers of German and French	<b>Hasley.</b> Scalar implicatures in L2 Spanish: Addressing the external interface debate
12.00-12.30	<b>Corcoran, Galindo.</b> Researching L1 use in the FL classroom: A comparative study	<b>Grassi, Taccardo.</b> Incidental focus-on-form in multilingual content-based classes: Evidence from the Italian context	<b>Mora, Cerviño-Povedano.</b> Phonological short-term memory and L2 vowel perception	<b>Martinez.</b> Towards a more systematic inclusion of multiword expressions in SLA research and pedagogy		
12.30-14.00	<b>Lunch and Poster Session</b>					
12.30-14.00	<p><b>P O S T E R S</b></p> <p><b>Abel, Vettori, Wisniewski.</b> The second language in a multilingual context: The case of South Tyrol</p> <p><b>Agren.</b> Silent plural morphology in written child L2 French: Like child L1 or adult L2?</p> <p><b>Ambroso, Tamponi.</b> Lexical phenomena in C2 level written and oral productions in L2 Italian</p> <p><b>Andorno, Rosi.</b> Polarity and agreement: Conflicting values in L2 acquisition and use of yes-no particles</p> <p><b>Arsalan.</b> Language socialization and effective English language teaching in primary schools in Pakistan</p> <p><b>Avello Gómez.</b> Study abroad and foreign accent: The production of /i: - ɪ/ and /æ - ʌ/</p> <p><b>Bailey.</b> An investigation of common vocabulary exercises in relation to the TOPRA model</p> <p><b>Boderé.</b> The effect of language socialization on L2 acquisition of Dutch by 6-year-old toddlers</p> <p><b>Bond, Canales, Coughlan, Gabriele.</b> Re-examining morphological sensitivity in the processing of agreement in L2 English</p> <p><b>Brien, Sabourin.</b> Ambiguity resolution in L2 processing as a function of age of acquisition</p> <p><b>Campbell.</b> Is there a case for employing interlingual near-homophones in instructed SLA?</p> <p><b>Caruso, Pellegrino, Mignano, De Meo.</b> Learning Italian another way: Analogical word formation and deaf foreign learners</p> <p><b>Ceruti.</b> Enhancing the acquisition of compound nouns. The role of 'focus on form' in formal instruction.</p> <p><b>de Bot, Persson, Reitsma, Unsworth.</b> Evaluating early foreign language learning: Instruments and procedures</p> <p><b>Di Sabato, Di Martino.</b> Exploring the role of translation in young learners' SLA</p> <p><b>Festman, Münte.</b> Watching the brain coping with cross-language interference during syntactic and phonological processing: Behavioral and ERP data</p> <p><b>Gusliyenko, Safronova.</b> What is my native language? Incomplete L1 acquisition in L2 environment</p> <p><b>Hancock, Sanell.</b> Cross-linguistic considerations on the textual use of temporal adverbs in L2 French: A study of individual variation in a corpus</p> <p><b>Horiba, Fukaya, Saito.</b> Is it a linguistic problem or a knowledge problem? Test performances of Indonesian nurse-candidates in Japan</p> <p><b>Kras.</b> Auxiliary change under restructuring in child L2 grammars of Italian</p>					

<b>PARALLEL SESSIONS</b>						
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Muñoz	Forsberg	Revesz	Valentini	Bonvino	Caspers
14.00-14.30	<b>Agustin Llach.</b> The vocabulary construct: Critical constraints on word knowledge	<b>Guijarro-Fuentes, Schmitz, Larranaga, Müller.</b> Bilingual LI acquisition: Bare nouns in subject vs. object position	<b>Ahmadian.</b> The effects of guided careful online planning on Complexity, Accuracy, and Fluency in EFL learners' oral production: The case of English articles	<b>Tasioudi, Stravrakaki, Guasti.</b> The effect of morphological features on the comprehension of relative clauses by L2 learners of Greek	<b>Rochecoste, Oliver.</b> The changing learning strategy needs among university students	<b>Wrembel.</b> Third language phonological acquisition: An investigation into metalinguistic awareness and foreign accent
14.30-15.00	<b>Wakabayashi, Hokari.</b> Applying phrasal rules to lexical syntax in deverbal compounds in L2 English	<b>Demagny, Hickmann, Hendriks, Iakovleva.</b> Tense-aspect markers in child LI and adult L2 acquisition: Linguistic determinants in English and French	<b>Kuiken, Vedder, Gilabert.</b> The relationship between communicative adequacy and linguistic complexity in the written output of L1 and L2 writers	<b>Yuan, Dugarova.</b> Syntax-discourse interface in English speakers' L2 acquisition of Chinese Wh-topicalization	<b>Mercier.</b> Computational complexity and order of acquisition of interfaces in L2	<b>Mora, Cebrian, Aliaga-García.</b> Contrasting crosslinguistic assimilation patterns with L2 vowel discrimination ability
15.00-15.30	<b>Wode.</b> Vocabulary development in early English Immersion	<b>Ewert, Tomczak.</b> Fictive motion in English and Polish: Transfer in figurative language processing	<b>Deconinck, Boers, Eyckmans.</b> That sounds like it! Motivating the form-meaning connection of new L2 words	<b>Luzi.</b> The relative construction in L2 Italian: Instability between coordination and subordination	<b>Frontini.</b> Statistical profiling of L2 texts: An experiment on Italian corpora	<b>Trofimovich, Lightbown, Halter.</b> From listening to speaking: Learning pronunciation through comprehension practice
15.30-16.00	<b>Coffee Break</b>					
<b>PARALLEL SESSIONS</b>						
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Rastelli	Rasier	Kuiken	Sorace	Alanen	Housen
16.00-16.30	<b>McManus.</b> The development of aspect in L2: Mapping concept to form	<b>Tellier, Roehr.</b> Language learning aptitude and metalinguistic awareness in primary-school children	<b>Llanes, Tragant, Serrano.</b> A longitudinal analysis of the study abroad experience in terms of written performance	<b>Murahata.</b> Multi-cognition: Evidence from a picture categorising task by incipient child L2 users	<b>Dewaele.</b> The effect of general personality traits and sociobiographical factors on FL classroom anxiety in the L2, L3 and L4 of mature language learners	<b>Bohnacker, Rosén.</b> Can you teach information-structural patterns in a FL?

16.30-17.00	<b>Ellert, Roberts, Järvikivi.</b> General L2 processing effects in online pronoun resolution	<b>Reiterer, Hu, Winkler, Ackermann.</b> Language aptitude for sound imitation neurologically revisited: Cerebral correlates of individual differences in L2 speech imitation ability	<b>Leśniewska, Witalisz.</b> Cross-linguistic influence and advanced EFL learners' writing	<b>van den Noort, Mondt, Struys, Bosch, van de Craen.</b> What behavioural and neuroimaging differences can be seen in selective attention between monolingual and bilingual children?	<b>Thompson.</b> L2 vs L3 learners: Motivation, aptitude, and English as a lingua franca	
17.10-18.10	<b>PLENARY</b> – Chair: Ineke Vedder. Room: Aula Magna <b>John Norris. Understanding instructed SLA: Constructs, contexts, and consequences</b>					
18.10-19.00	<b>PRESENTATION OF REGGIO EMILIA PRESCHOOLS</b>					
19.30	<b>Welcome Reception</b>					
<b>Friday, 3rd September 2010</b>						
9.00-10.00	<b>PLENARY</b> – Chair: Maisa Martin. Room: Aula Magna <b>Charles Alderson. Diagnosing strengths and weaknesses in S/FL reading: What do SLA and Testing have to offer?</b>					
	<b>PARALLEL SESSIONS</b>					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Hendriks	Andorno	Ambroso	Schoonen	Rohde	Bardel
10.10-10.40	<b>Czechowska.</b> In search of the frog: Lexicalization of motion events by Polish users of English	<b>Trenkic, Mirkovic, Altmann.</b> Processing articles in real time: An eye-tracking study	<b>Rallo Fabra, Juan-Garau.</b> The effect of CLIL instruction on Spanish-Catalan EFL learners' oral production	<b>Manchón.</b> Learners' perceptions of the language learning potential of written output in instructed SLA: A study of advanced EFL learners	<b>Huhta, Tarnanen, Mäntylä.</b> From word-formation to formulaic sequences: Learners' lexical awareness and CEFR levels	<b>Kamimoto.</b> Effects of intentional and incidental L2 vocabulary learning on long-term vocabulary growth

10.40-11.10	<b>Hijazo-Gascón.</b> Why it is 'not so easy' to express motion events from an L1 to an L2 Romance language	<b>Rastelli.</b> Unruly auxiliaries: An eye-tracking study on auxiliary selection in L2 Italian	<b>Lázaro, García Mayo.</b> Faster and non-stop morphosyntactic development of CLIL vs. non-CLIL (Basque-Spanish) bilinguals learning English in high-school	<b>van Beuningen.</b> Evidence in support of comprehensive error correction in L2 writing	<b>Yanagisawa.</b> The relationship between age and success at the initial stage of L2 acquisition	<b>Mizrahi, Laufer.</b> Lexical competence of highly advanced L2 users: Is their collocation knowledge as good as their productive vocabulary size?
11.10-11.40	<b>Coffee Break</b>					
	<b>PARALLEL SESSIONS</b>					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Vedder	Schmid	Gullberg	Wagner	Salaberry	Marsden
11.40-12.10	<b>Bulté, Housen.</b> Definitional and methodological challenges in analyzing L2 complexity	<b>Baten.</b> Processability Theory: The acquisition of the German case system	<b>Benati, Hikima.</b> Processing instruction and discourse: The case of Japanese passive forms	<b>Iwashita, Philp.</b> Talking, fine tuning and L2 learning	<b>Valls-Ferrer.</b> Differential patterns in L2 fluency development: Which learners benefit the most from a study abroad?	<b>Sayehli.</b> Transfer in L3 acquisition
12.10-12.40	<b>Michel.</b> Cognitive task complexity and interaction: Effects on L2 oral task performance	<b>Sasaki, Matsuoka.</b> Use of phonological information by Japanese signers and L2 learners of Japanese in visual word recognition	<b>Rast, Watorek, Hilton.</b> Initial processing of morphological marking in L2 acquisition	<b>Granger, Meunier.</b> SLA research and learner corpus research: Friend or foe?	<b>Pérez-Vidal.</b> Written development in EFL: Contrasting formal instruction, study abroad, and content and language integrated learning	<b>Cele, Gürel.</b> Online processing of wh-dependencies in L2 English: The role of L1 and working memory capacity
12.40-13.10	<b>Martin.</b> Clauses and connectives in sentences = complexity?	<b>Ruigendij, Zeller, Hentschel.</b> L2 learners' processing of code-switches and the impact of L2 proficiency. An ERP study	<b>Mieke, Sercu, Vandepitte.</b> Self-efficacy, feedback and performance: An experimental study	<b>Milton, Thomai, Mattheoudakis.</b> Constructing the mental lexicon: Vocabulary knowledge, language skills and learning strategies	<b>Serrano, Tragant, Llanes.</b> The effect of 'length of stay' on the development of L2 oral performance in the case of Erasmus students	<b>Suárez, Muñoz.</b> Aptitude, age, and cognitive development as measured by the MLAT-E in Spanish and Catalan
13.10-14.30	<b>Lunch and Poster Session</b>					
13.10-14.30	<b>POSTERS</b>					
	<b>Hennebry.</b> The role of modern foreign languages in educating for European citizenship					
	<b>Horiba, Fukaya.</b> Second language learners' memory for narrative texts: The effect of interest					
	<b>Kaivapalu.</b> The influence of the related first language on the acquisition of Finnish and Estonian: A corpus-based study					
	<b>Kawachi.</b> Cultural stereotypes in advanced levels of foreign language (FL) learning: Reasons and implications for the learning and use of a FL					
	<b>Kras, Vodopija-Krstanovic.</b> Investigating the role of input in L2 acquisition					

	<p><b>Manchón, Naves.</b> Individual differences in written language learning in instructed SLA  <b>Marsden, Williams, Liu.</b> The effects of orientation of attention on the priming of verb inflections amongst beginners.  <b>Mehotcheva.</b> Picture naming in adult FL attrition  <b>Milicevic.</b> Overuse of possessives in translation from L2 English into L1 Serbian: Do translators undergo language attrition?  <b>Murahata.</b> Cross-linguistic study on generic concepts: A case of Japanese and English speakers  <b>Redouane.</b> Factors affecting language-switching in L2 composing processes: A study of L2 French adult learners  <b>Sato.</b> The impact of short-term study abroad on Japanese EFL learners' communicative competence: A study in progress  <b>Tanaka M.</b> Good essays in Japanese as a second language: Assessment by Japanese raters in Japan  <b>Tanaka T.</b> L2 motivation within an SCT framework: From learners' perspectives  <b>Turco.</b> Marking verum focus in L2 learners discourse  <b>Ullakonoja.</b> Prosodic correlates of reading-aloud fluency in L2 Russian  <b>Yoshida, Shirahata.</b> Performance of L2 learners after the critical period: The case of Chinese learners of Japanese  <b>Yoshimura, Nakayama.</b> Japanese EFL learners' knowledge of move alpha: Wh-movement or Wh-scrambling?</p>						
	<b>PARALLEL SESSIONS</b>		<b>T H E M A T I C C O L L O Q U I A</b>				
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7	
Chair	Chini	Benati					
14.30-15.00	<b>Spinner, Gass, Behney.</b> Syntactic and morpho-phonological cues to gender in L2 Italian	<b>Sterner.</b> The acquisition of participles in German by successive bilingual children with L1 Turkish	<b>Fasel Lauzon, Brandt.</b>	<b>Rasier, Caspers.</b>	<b>Bardel, Laufer, Lindqvist.</b>	<b>Rohde, Kersten.</b>	
15.00-15.30	<b>Means.</b> Acquisition of grammatical gender in Italian as a FL	<b>Milicevic, Radojevic.</b> External possession in the interlanguage of L1 Serbian/L2 Italian speakers	<b>What can social interaction tell us about SLA?</b>	<b>The prosody of non-native speech</b>	<b>Researching vocabulary use</b>	<b>Preschool L2 learning</b>	
			(see details at the end of the programme)	(see details at the end of the programme)	(see details at the end of the programme)	(see details at the end of the programme)	
15.30-16.00	<b>Matteini.</b> Gender assignment vs gender agreement in L2 German	<b>Agiaphiti.</b> Combining processing instruction with input enhancement: A MOGUL interpretation. An L2 German study					
16.00-16.30	<b>Schoonheere.</b> L'acquisition du genre par des apprenants anglais et espagnols du français L2	<b>Poarch, van Hell.</b> Cognitive control in L2 learners of English, monolingual, bilingual, and multilingual children					

16.30-17.00	<b>Coffee Break</b>					
	<b>PARALLEL SESSIONS</b>					<b>Preschool L2 learning</b>
	Aula Magna	Room 1	Room 3	Room 4	Room 6	
Chair	Giuliano	Rast	Singleton	Alderson	García Mayo	
17.00-17.30	<b>Arends.</b> The acquisition of the verb phrase in L2 Dutch by educated learners	<b>Carroll.</b> Finding structure in new words	<b>Navés.</b> The very long-term effects of an early start in EFL acquisition: Investigating CAF in EFL learners' Multiple Writing Profiles	<b>Cremer, Schoonen.</b> Accessibility of semantic networks and reading comprehension: Comparing L1 and L2 children	<b>Schulz, Ose.</b> How to disentangle successive bilingualism from SLI: Evidence from telicity comprehension in early successive learners of German	
17.30-18.00	<b>Rosi, Biazzi.</b> Constructing linguistic and metalinguistic competence in Italian L2 narratives: Aspectual features and referential movement	<b>Thomas.</b> Influence of input frequency versus lexical aspect in early adult and child L2 French	<b>Hopp, Schmid.</b> Perceived (non-)native speaker status in L2 acquisition and L1 attrition: A direct comparison	<b>Shiotsu, Yamashita.</b> Revisiting the construct of linguistic threshold for L2 reading: A latent trait approach based on Rasch and Structural Equation Modelling	<b>Bird.</b> Levels of processing, temporal distribution of practice and cognitive aging: Effects on memory and language learning	
18.00-19.00	<b>EUROSLA ASSEMBLY GENERAL MEETING AND DOCTORAL SCHOLARSHIP AWARD</b>					
20.00	<b>Conference Dinner</b>					
<b>S a t u r d a y , 4 t h S e p t e m b e r 2 0 1 0</b>						
	<b>PARALLEL SESSIONS</b>					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Hellermann	Rosi	Trenkic	Michel	Huhta	Granfeldt
9.00-9.30	<b>Hüttner.</b> Capturing oral language proficiency: On the use of the label 'fluent' as a descriptor for interactions	<b>Giuliano.</b> How to contrast and maintain information in English and Italian: Additive particles, polarity markings and much more	<b>Bonvino, Lopriore.</b> Investigating aural comprehension processes in academic contexts	<b>Elder.</b> Age and language background as factors in L2 performance: The case of Asian languages in Australia	<b>Alanen, Kalaja.</b> L2 English questions by L1 Finnish learners across CEFR proficiency levels	<b>Inoue.</b> Investigating errors of Japanese Intransitive verbs' potential form: Meaning of the sentence or verb morphology?



9.30-10.00	<b>Schoonjans, Housen.</b> A contextual perspective on oral L2 fluency	<b>Andorno, Benazzo, Dimroth, Turco.</b> Contrasting entities, contrasting predicates. Perspective-taking in L2 production of Germanic and Romance languages	<b>Andringa, Olsthoorn, Hulstijn.</b> Individual differences in native and non-native speaker spoken utterance comprehension	<b>Yilmaz, Schmid.</b> Attrition in the L1 system of Turkish late bilinguals	<b>Dieter Thoma.</b> Efficiently testing business English vocabulary	<b>Hirakawa, Fujisaki, Oshima-Takane.</b> Compound verbs in the use of Japanese by English-Japanese adult bilinguals
10.00-10.30	<b>Theophanous, Perez-Bettan.</b> Formulaic sequences in the narrative spoken retells by L2 learners	<b>Lenart, Trévisiol, Watorek.</b> The marking of reference to entities in French L2 descriptions and narratives by Japanese and Polish learners	<b>Révész, Brunfaut.</b> Tasks in L2 listening: Linguistic complexity and perceptions of task difficulty	<b>Pellicer-Sánchez.</b> Assessing native speakers' and L2 learners' lexical knowledge using reaction times	<b>Willis, Ohashi.</b> Modelling L2 vocabulary acquisition	
10.30-11.00	<b>Coffee Break</b>					
	<b>PARALLEL SESSIONS</b>					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	
Chair	Gürel	Yuan	Hancock	Nuzzo	Gilbert	
11.00-11.30	<b>Gullberg, Roberts, Dimroth.</b> Word recognition at the earliest stages of SLA: Are adults better than children?	<b>Slabakova, Campos, Leal Mendez, Kempchinsky, Rothman.</b> Testing the Interface Hypothesis: Pragmatic features at the syntax-discourse interface in L2	<b>Granfeldt.</b> What did X do with Y? Development of French-speaking children's object clitic omissions in an elicitation task	<b>Devlin.</b> 'You wouldn't pass me the salt' – From Accusation to Request. The interplay of socio-cognitive variables on the acquisition of sociopragmatic variation	<b>Salaberry, Comajoan.</b> The construct of aspectual knowledge in L2 acquisition: Integrating theoretical frameworks	
11.30-12.00	<b>Köhne, Crocker.</b> Top-down cues help to understand foreign language input and improve word learning	<b>Ren.</b> L2 pragmatic development of Chinese speakers of English in an ESL context: A longitudinal investigation	<b>Sopata.</b> Null subjects in successive child language acquisition	<b>Wigglesworth.</b> The effect of different forms of feedback on learners' writing	<b>Godfroid, Boers, Housen.</b> Re(de)fining the construct of 'noticing': The role of awareness and attention in SLA	
12.10-13.10	<b>PLENARY</b> – Chair: Marina Chini. Room: Aula Magna <b>Camilla Bettoni. Beyond canonical order: The acquisition of marked word orders in Italian as a second language</b>					
13.10-13.20	<b>Closing Remarks</b>					

***Thematic Colloquia – Friday afternoon: Detailed programme***

<p>14.30-15.00 15.00-15.30 15.30-16.00 16.00-16.30</p>	<p><b>Fasel Lauzon, Brandt. <i>What can social interaction tell us about SLA? Recalibrating key SLA concepts in the light of learners' interactional practices</i></b>  <b>Fasel Lauzon, Pekarek Doehler.</b> 'Focus on form': Whose focus? What learning?  <b>Brandt.</b> "We try to accommodate your voice and speech": In/competence as an interactional resource  <b>Hellermann.</b> Language as embodied, co-constructed process: Gesture, talk-in-interaction, and L2 development  <b>Wagner.</b> Discussion</p>
<p>14.30-16.30</p>	<p><b>Rasier, Caspers. <i>The prosody of non-native speech: Production and perception of suprasegmentals in L2</i></b>  Introduction  <b>Caspers.</b> The influence of erroneous stress position and segmental errors on intelligibility, comprehensibility and foreign accent  <b>Kijak.</b> Understanding the link between L2 perception and production of stress  <b>Rasier.</b> Accentual marking of information status in L2: Production and perception  <b>Ramirez-Verdugo.</b> The effects of a technology enhanced environment on the acquisition of English L2 prosody</p>
<p>14.30-16.30</p>	<p><b>Bardel, Laufer, Lindqvist. <i>Researching vocabulary use: Insights from corpus analysis</i></b>  <b>Horst, Cobb, Collins.</b> Teacher talk as lexical environment  <b>Lindqvist, Bardel.</b> A new approach to the measuring of vocabulary in L2 oral production  <b>Levitzky-Aviad, Laufer.</b> Lexical properties in the writing of L2 learners over eight years of study: Single words and multi-word units  <b>Tono.</b> Automatic extraction of L2 criterial lexico-grammatical features across pseudo-longitudinal learner corpora: Using edit distance and neighboring cluster analysis</p>
<p>14.30-14.45 14.45-15.00 15.00-15.15 15.15-15.30 15.30-15.45 15.45-16.00 16.00-16.15 16.15-16.30 17.00-17.15 17.15-17.30 17.30-17.45 17.45-18.00</p>	<p><b>Rohde, Kersten. <i>Preschool L2 learning</i></b>  <b>Kersten.</b> L2 acquisition in bilingual preschools: Evidence from an international research project  <b>Rohde.</b> Testing children's receptive L2 vocabulary  <b>Steinlen.</b> The ELIAS comprehension tests revisited  <b>Håkansson, Flyman Mattsson.</b> Comprehension of English grammar – results from implicational scaling  <b>Schelleter.</b> Vocabulary and grammar skills in monolingual English and fluent bilingual German/English children  <b>Trumpp, Neils, Steinlen.</b> L1 acquisition in bilingual preschools: Results from the SETK  <b>Weitz, Pahl.</b> Participant observation – Documentation and evaluation of Input and interactional quality  Discussion  <b>Tiefenthal.</b> The relevance of bilingual profiles for early L2 acquisition  <b>Wode.</b> L2 phonological acquisition by young learners: Evidence from production  <b>Giampapa.</b> Voices of identity, language and pedagogy: A Reggio Emilia approach across a multilingual context in Bristol  Discussion</p>