

EuroSLA 31

Sessions and Papers Overview

Fribourg, Aug. 24-27, 2022

08:00AM - 09:00AM, Foyer	Registration			
09:00AM - 10:30AM	A, room 3117	1B, room 3118	1C, room 3119	1D, room 3120
Session 1	Effects of using the school language Romansh during a German vocabulary intervention in heterogeneous primary school classes Dominique Caglia	Aptitude as a complex adaptive system: preliminary results from a longitudinal study Lani Freeborn	What roles do sociocultural schemes play in the conceptualization and encoding of causality in L2 French by Syrian learners? Mireille Copin	The impact of multi-word units in early foreign language learning and teaching contexts. A systematic review Johannes Schulz
	Metalinguistic awareness in early instructed foreign language learning Kaja Haugen	The Role of Language Learning Aptitude and Working Memory at Different Levels of L2 Proficiency Renato Pavlekovic	L'apport des corpus oraux multimodaux dans l'apprentissage de compétences narratives interactionnelles à l'oral Clara Cousinard	Operationalising subject literacy in a lesson planning tool for vocational CLIL teachers Tatjana Bacovsky
	Plurilingual Repertoire in the Primary EFL Classroom: A Sociocultural Study of Peer Interaction Hanna Lämsä-Schmid	Developing a web-based Test of Aptitude in Language Learning (TALL): an open research endeavour Junlan Pan	Comprehension of disagreement markers in authentic oral interactions by advanced L2 learners of French Simone Morehed	
10:30AM - 11:00AM, Foyer	Coffee break			
11:00AM - 12:30PM	2A, room 3117	2B, room 3118	2C, room 3119	2D, room 3120
Session 2	Effective viewing behavior and viewing strategies: Can we teach language learners to use subtitles (more) effectively? Sjoerd Lindenburg	Linguistic transfer between closely related languages in L3 acquisition (L1/L2 German/English – L3 Dutch) Andrea Hiemstra	The Role of Linguistic Input in Modelling L1 Grammatical Attrition Lewis Baker	Switching languages or registers: on the similarities between single and dual language lexical access Noémie Baulande
	Assessing English language proficiency within multilingual primary schools in England Aniqa Leena	Russian accent in Czech: Stressing the word stress Natalia Nudga	The Dynamics of Late Bilingualism: First Language Change in Adult Language Learners Mattia Zingaretti	Young multilingual children's peer interactions in daycare Anne-Mieke Thieme
	Student Preparedness for Reading Academic Texts in English at Swedish Universities Linda Eriksson	Acquisition of EP lexical stress by Hungarian speakers: a perceptual training Gabriela Tavares	Multilingual speakers' perceived fluency: The effects of cross-linguistic differences and individual speaking style on L2 and L3 fluency assessment Elina Lehtilä	
12:30PM - 01:30PM, Cafeteria	Lunch			
01:30PM - 03:30PM, Aula Magna	Language Learning Round Table: Corpora as resource for second language research and teaching. Opportunities and challenges (part 1) Methodology and design in corpus-based SLA research, Kevin McManus From L1 to L2 phonological corpora: methodological lessons from the (I)PFC experience, Isabelle Racine, Sylvain Detey			
03:30PM - 04:00PM, Foyer	Coffee break			
04:00PM - 06:00PM, Aula Magna	Language Learning Round Table: Corpora as resource for second language research and teaching. Opportunities and challenges (part 2) Families v. lemmas as the counting unit in pedagogical word lists, Thomas Michael Cobb The interplay of task variables, linguistic measures, and human ratings: Insights from the multilingual learner corpus SWIKO, Nina Selina Hicks, Thomas Studer			
06:00PM - 08:00PM	PhD Evening			

Day 1, Aug. 24. 2022

08:00AM - 08:30AM, Foyer	Registration						
08:30AM - 09:00AM, Aula Magna	Conference opening						
09:00AM - 10:00AM, Aula Magna	Keynote Elke Peters Out-of-school language learning from foreign language media						
10:00AM - 10:45AM, Aula Magna	Poster session 1						
10:45AM - 11:15AM, Foyer	Coffee break						
11:15AM - 12:45PM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13
Session 1	Lexical characteristics of young L2 English learners' narrative writing at the start of formal instruction. Vanessa De Wilde	Appropriate complexity Gabriele Pallotti	The effects of form-focused instruction and learners' autonomy on the acquisition of English phrasal verbs Andrew Lee	Discourse competence aspects of users of English and German as foreign languages: coherence and cohesive conjunctions Visnja Pavicic Takac	Multiple wh-questions in Romanian-English bilingual children Anamaria Bentea	L'acquisition de l'expression du mouvement par des tamoulophones apprenants du français L3 Annie-Claude Demagny	Is it language or culture? Explaining creativity in bilinguals Jeanine Treffers-Daller
	Emotion and spelling Cecilia Gunnarsson	A dynamic outlook on L2 proficiency: Syntactic and Lexical Complexity Development of Sojourners Zeynep Köylü	"They make a big difference": A corpus analysis of light verb constructions of Korean learners of English Derek Reagan	Pronoun resolution in adult L2 learners of German by speakers of two different null-subject languages Angelika Golegos	Cumulative L1-L2-L3 lexical similarity impacts learners' L3 word knowledge more than L2-L3 similarity Agnieszka Otwinowska-Kasztelanic	Assessing the Potential Contributions of Morphosyntactic Knowledge, Working Memory, and Metasyntactic Awareness to the Non-Native Acquisition of French Grammatical Gender Katherine Hilary Walton	An emotional advantage of multilingualism: What can degree of multilingualism tell us about emotional competence? Martin J. Koch
	Learning formulaic sequences for academic writing in a second language Rebecca Moden	Expanding the Scope of Phraseological Complexity: Diversity and Sophistication of Verb-Argument Structures in L2 Dutch Writing Rachel Rubin	Understanding L2 derived words in context: Is complete morphological knowledge necessary? Batia Laufer	Learning the article system in English: the role of order of exposure Laurence Romain	The use of pronoun interpretation biases in L1 Spanish: the role of proficiency in heritage speakers and English learners Carla Contemori	The role of animacy and antecedent position in L2 anaphora resolution: microvariation in Romance Ana Madeira	The road to L2 motivation: type and intensity of exposure and L2 motivation in young learners Raúl Azpilicueta-Martínez
12:45PM - 01:45PM, Cafeteria	Lunch						
01:45PM - 03:45PM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13
Session 2	Investigating the impact of digital tools on written second language output Raphael Berthele	The contribution of knowledge of formulaic sequences to fluency: a study among beginner L2 learners of English Khuloud Alaii	Examining optimal learning schedules for incidental acquisition of L2 collocations Marijana Macis	Perceptions of syntactic complexity: Comparing expert, native speaker, and L2 learner judgments Aysel Saricaoglu	Processing gender agreement in an additional language: The more languages the better? Kamil Dlugosz	L1 versus Dominant Language Transfer in L2 and Heritage Swedish Speakers of Italian Francesco Romano	Writing motivation, anxiety, self-efficacy, and task complexity: Interaction effects on L2 written performance María Dolores Mellado Martínez
	Evaluating lexical diversity of Korean as a second language learners' writing using NLP tool Hakyung Sung	Perception of fluency: comparing intuitive with instructed ratings Nivja De Jong	The impact of psychological and social factors on productive collocation knowledge in French long-term residents in Sweden Fanny Lundell	Differential Lag Effects for Vocabulary and Grammar learning Jonny Serfaty	The role of L1 on the L2 development and processing of Arabic grammatical gender Kholoud Al-Thubaiti	The role of morphological cues in the comprehension of complex syntax: The case of Arabic-speaking children in Canada Evangelia Daskalaki	The value of host-country language: The effect of Dutch language proficiency on immigrants' income, savings and financial wealth in the Netherlands Yan Gu
	Written Corrective Feedback in real time: the why and the how Gabriel Michaud	Neurocognitive correlates of silent pauses in L1 and L2 speech production Andrea Revesz	Deliberate learning of L2 polysemy and homonymy: A contextualized vs. decontextualized approach Beatriz González-Fernández	Word-order variation in L2 German infinitival complementation Sina Bosch	Acquisition of interpretable and uninterpretable features with generic references in English Afnan Aboras	Acquisition of Japanese particles WA AND GA by heritage speakers Miyu Takakusagi	To binge-watch or not: The effects of various viewing time distributions on language gains Anastasia Pattmore-Plotnikova
	Affordances of a multimodal project on children's FL writing in a CLIL science class Yvette Coyle	The assessment of functional adequacy in L2 performance: Perspectives and challenges Folkert Kuiken		Do formulaic sequences mask proficiency? Considering evidence from a large learner corpus Marije Michel	Family Language Policy of Polish-UK families in Poland: a longitudinal multiple-case study Pawel Ziomek	Gender, animacy, and discursive properties as modulating factors in L2 Spanish accusative clitics: evidence from controlled and natural production Aida Garcia-Tejada	
03:45PM - 04:15PM, Foyer	Coffee break						
04:15PM - 04:30PM, Aula Magna	EuroSLA Distinguished Scholar Award						
04:30PM - 05:30PM, Aula Magna	Keynote Aline Godfroid Towards a more nuanced understanding of the interface between explicit and implicit knowledge in SLA						
05:30PM - 05:45PM, Aula Magna	Conference announcements						
05:45PM - 07:00PM, Foyer	Welcome reception						

Day 2, Aug. 25, 2022

08:30AM - 09:30AM, Aula Magna	Keynote, Rachel Shively Taking humor seriously: Current advances in L2 humor research							
09:30AM - 10:15AM, Aula Magna	Poster session 2							
10:15AM - 10:45AM, Foyer	Coffee break							
10:45AM - 12:45PM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13	H, room MIS10 01.04
Session 3	The predictive role of explicit knowledge, implicit knowledge and working memory in L2 written performance Olena Vasylets	Oral Fluency of Tibetan-Mandarin bilinguals: The Role of Task and Individual Speaking Style Mengru Han	Effects of stress on pronoun interpretation in L2 English Lydia White	Development of pragmatic competence during short-term study abroad: exploring the effects of cross-cultural sensitivity and intensity of interaction Sonia Lopez-Serrano	Validity Argument for the Use of Summative Task-Based Language Assessment in a Language Teaching Program for Adult Immigrants Romain Schmitt	Subtitle Processing in Foreign Language Learning (FLL): Evidence from Eye-Tracking Valentina Ragni	Bilingual disadvantages checked against bilingual advantages: A PRISMA review Vittoria Dentella	A Conceptual Replication of Elgort (2011): Deliberate Second Language Vocabulary Acquisition Brittany Finch
	Multilingual pedagogies and their impact on children's narrative and mentalizing abilities Jacopo Torregrossa	Effects of speaking task and proficiency on the mid-clause pausing characteristics of L1 and L2 speech from the same speakers over time Amanda Huensch	When syntax needs prosody: How French prosodic cues help Chinese L2 learners parse syntactic information – a perception study Lei Xi	Student perceptions of oral feedback in the foreign language classroom: A mixed-method investigation Yoshiyuki Nakata	The pedagogical realities of implementing task based language teaching Rosemary Erlam	When to switch off captions? Georgia Pujadas	Does output promote attention? Evidence from eye tracking Kathy Kim	Lexical Coverage in L2 Viewing Comprehension: An extension of van Zeeland and Schmitt (2012) Marion Durbahn
	Differential Item Functioning on the Second Language Writing Anxiety Inventory Kristin Rock	Facilitating L2 speech fluency development: A learner corpus approach Paulina Peltonen	Path under construction: Challenges beyond S-framed motion event construal in L2 German Elsa Liste Lamas	Heritage and L2 English Pragmatic Competence: Evidence from the Speech Acts of Requesting and Apologizing Sagit Bar On	Data-Driven Learning beyond ESL: a Scoping Review Nina Vyatkina	The development of L2 reading skills in primary school learners through captioned-video viewing Daniela Avello	Cognitive aptitudes and input-related variables in acquiring an Italian-based miniature language in incidental exposure conditions Malgorzata Forys-Nogala	Recycled or just frequent? A corpus-based analysis of recycling in Swedish EFL materials Denise Bergström
	Transformer-architecture-based text similarity and L2 proficiency Gyu-Ho Shin	The Impact of a Short-Term Study Abroad Sojourn on the Acquisition of L2 Russian Sociopragmatic Variation Patterns Anne Marie Devlin	Comparing reference corpora and authentic classroom input in instructed SLA Rosamond Mitchel	Learning to disagree through social media Marta González-Lloret			How Cognitive Load and Language Influence Homophone Priming Effects in Bilingual Preference-Formation Dieter Thoma	The Role of Proficiency, Semantic Transparency, and Congruency on L2 Collocational Processing Sydelle De Souza
12:45PM - 01:45PM, Cafeteria	Lunch							
01:45PM - 03:15PM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13	H, room MIS10 01.04
Session 4	Predictors of spelling abilities in young second-language learners Heike Mlakar	Using an imitation task (and PHON software) to study L2 phonological acquisition by young French learners of English Heather Hilton	Which factor plays a bigger role in processing Multi-Word Sequences in L1 and L2 speakers: frequency, fixedness or semantic transparency? Wanyin Li	Are multilingual learners' email requests status-congruent in all their languages? Examining the pragmatic production of third language learners Pilar Safont	New plurilingual speakers in old multilingual contexts – A longitudinal study on the development of plurilingual competences in lower secondary schools in South Tyrol Maria Stopfner	Repeated reading: same text or different texts? Raquel Serrano Serrano	The Effect of Processing Instruction Intervention on Article Accuracy in Learner English Kateryna Derkach	A dynamic usage-based investigation of formulaicity and lexical complexity development: The case of sojourners Carmen Perez Vidal
	Validity in Language Aptitude Research – the LLAMA and L2 learning outcomes Lars Bokander	Tackling linguistic difficulty through serious games Matthew Pattemore	Processing of Reflexives and Agreement in Non-Native Sentence Comprehension Shatha Alaskar	'I didn't quite get that' – Exploring the interlocutor's impact on the communication strategy use of Chinese learners of English Bingjun Zhang	Exploring the Use of Oral Communication Strategies by Speakers of French as a Foreign Language Natalia Vesnina	Learning collocations from context: the immediate and delayed effects of typographic enhancement on collocation processing and learning during reading Eva Puimège	Are there long-term effects of attending a bilingual preschool? The effect of prior L2 English experience on elementary school students' English receptive lexical and grammatical knowledge Anja Steinlen	"Repetition is key": Exploring students' introspective views on their collocation learning in L2 German Griet Boone
	Language learning aptitude in older adults Karen Roehr-Brackin	Distributed practice effects on L2 oral fluency development Joe Kakitani	Processing of relative clauses in L2 learners: No influence of cognate status, but evidence of revision effects Freya Gastmann		Negotiating the multilingual turn through DLC: Examining EAL teachers' Beliefs, practices, and multilingual identity in Norway Anna Krulatz	Read on Your Own but Not Alone: The Impact of Collaborative Strategic Reading on Reading Comprehension and FL Reading Anxiety of Chinese High School EFL Lower Attainers Ying Xiong	Pedagogical Rules and the Linguistic Knowledge in the Acquisition of English "any" Thomas Wagner	Incidental collocation learning from reading-while-listening and captioned TV viewing and predictors of learning gains Duy Van Vu
03:15PM - 03:45PM, Foyer	Coffee break							
03:45PM - 05:15PM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13	H, room MIS10 01.04
Session 5	Language Aptitude and Working Memory Relationship with Multilingual Experience Elifcan Öztekin	Acceptability of L2 speech at the intersection of speaker accent, speaker grammaticality and listener personality Hui Sun	Interactive roles of L2 textbook input and L1 properties for L2 knowledge: Evidence from subject-predicate honorific agreement in Korean Chanyoung Lee	When schools and parents share a common language goal: Investigating Hmong family language policies in dual language immersion programs Lee Her	Investigating Teacher Written Commentary in a Second language from a Holistic Perspective with a New Feedback Analysis Model Liliv Jakobson	Primary school children's use of interactional strategies in task-based peer interaction Alexandra Vracu	Variational learning and SLA: Modelling the L2 acquisition of Spanish tense and aspect Henri Kauhanen	Learning Multiword Items Through Dictation and Dictogloss: How Task Performance Predicts Learning Outcomes Xi Yu
	L3 acquisition of functional morphology: the role of cross-linguistic influence and language-learning aptitude Anders Agebjörn	"Coming to terms with your identity": Language experiences and identity in Arabic heritage language speakers Hatice Akgün	A comprehensive corpus of French by Mandarin L2 learners: focus on variation across different speaking styles Wenxun FU	Can policies prevent language loss? The case of North Sámi Anika Lloyd-Smith	The impact of instruction and educational background on gains in L2 receptive skills in adult learners. A longitudinal study Marieke Vanbuel	Do tests and tasks relate? Investigating TOEIC scores and interpersonal speaking performance Yunjung Yunie Ku	L1 morphosyntactic attrition in early immersed and instructed L1 Spanish-L2 English bilinguals Fernando Martin-Villena	Phonological form-focused teaching promotes the learning of L2 receptive vocabulary Nathalie Dherbey
	The New LLAMA tests (v.3): some initial thoughts on reliability and overlap with memory? Vivienne Rogers		Rhetorical Questions in German-dominant Heritage Speakers Miriam Geiss		Language teachers' and learners' handling of emergency remote instruction: Findings from a large multi-country study Michał B. Paradowski	Effects of social status on L2 and cognition are mediated and moderated by interaction: Testing the Proximity Hypothesis Kirstin Kersten	The predictive processing of regular and subregular verb number markings in German as a first and second language Eva Koch	An eye-tracking investigation of L2 novel-binomial acquisition: Is it 'black and white' or 'white and black'? Suhad Sonbul
05:15PM - 05:30PM, Foyer	Break							
05:30PM - 06:30PM, Aula Magna	EuroSLA General Assembly							
07:00PM - 10:30PM Restaurant Le souleur - Théâtre Nuithonie	Conference dinner							

Day 3, Aug. 26, 2022

08:30AM - 10:30AM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13
Session 6	Colloquium Introduction : An alternative proposal for the application of dynamical systems theory to SLA	Colloquium Introduction	What behavioural measures reveal about the acquisition of multi-verb expressions in Romance by German-speaking learners – evidence from acceptability judgements and reaction times Birgit Füreder	The role of language aptitude and working memory in the acquisition of technical vocabulary through multimodal academic lecture viewing Danni Shi	Investigating the long-term retention of advanced L2 learners' oral skills: The impact of exposure Nicole Tracy-Ventura	Multilingualism is a resource, not a difficulty": Exploring Norwegian teachers' beliefs and pedagogical practices in multilingual classrooms Yaqiong Xu	Dual immersion Spanish-English environment precludes expressive-receptive gap in heritage language (HL) and L2 children Julia Herschensohn
	Some mathematical fundamentals of dynamical systems. Paper 1 in the proposed colloquium, 'An alternative proposal for the application of dynamical systems theory to SLA' Anke Lenzening	Restructuring vs. Development: when typological similarities do not facilitate L2 acquisition [For colloquium "Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax"] Kook-Hee Gil	Adult Uyghur-Chinese bilinguals' construal of voluntary motion events Alimujiang Tusun	Predictors of incidental learning of collocations through reading Ines De La Vina	Oral proficiency gains of SA students before and during the COVID-19 pandemic Sybille Heinzmann	"[English as a lingua franca] is absolutely out of question!" – Switzerland's struggle between globalization and tradition from secondary students' and teachers' perspectives Anna Becker	Conjectural future in L2 Spanish: feature re-assembly by L1 French, Italian and English learners of Spanish Aoife Ahern
	Dynamical systems theory applied to the simulation of L2 simplification Manfred Pienemann	Linguistic distance effects in adult additional language learning: The relevance and interpretation of linguistic features. Roeland Van Hout	L2 grit and its predictors in online foreign language classes Madgalena Jelinska	How to engage learners in app-based L2 vocabulary self-study? Shawn Loewen	Does using English in inner speech help international students adapt to the host country? A longitudinal mixed-methods study on Chinese university students in the UK Pearl Pui Yin Leung	Foreign language learning with special needs: A longitudinal study of the development of English skills in primary school children Isabelle Udry	Role of frequency and L1/L2 typology in the acquisition of inflectional morphology by absolute beginners Hedi Majdoub
	Rethinking the chaos narrative in relation to L2 pedagogy: Paper 3 in the proposed colloquium, 'An alternative proposal for the application of dynamical systems theory to SLA' Howard Nicholas	Plural marking and cross-linguistic influence (Colloquium: Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax) Tania Ionin			Language learning in study abroad through the Erasmus program – does the context matter? Vasilica Mocanu	Examining the predictive validity of the Duolingo English Test (DET): Can measures of implicit linguistic knowledge predict academic performance in a second language? Danijela Trenkic	
	Colloquium: An alternative proposal for the application of dynamical systems theory to SLA - Critical commentary and discussion Kristin Kersten	The influence of L1 typology on the acquisition of the L2 English article: a large scale corpus study. Dogus Can Oksuz					
10:30AM - 11:00AM	Coffee break						
11:00AM - 12:30AM	A, room 3113	B, room 3115	C, room 3117	D, room 3118	E, room 3119	F, room 3120	G, room MIS 10 01.13
Session 7	Emotions and emotion regulation in L2 classroom speaking activities: Combining the idiodynamic and quantitative perspectives Anna Mystkowska-Wiertelak	Colloquium: Linguistic Distance and Cross Linguistic Influence in the Acquisition of L2 Syntax - Critical commentary and discussion Lydia White	The development of verbal self-concept and linguistic competencies of young learners in monolingual and bilingual settings Ann-Christin Bruhn	The Production Effect on vocabulary learning in child learners of Arabic as an Additional Language Nouf Alharbi	Development of stance-taking in L2 English and French during study abroad Pascale Leclercq	Adult language learning success in its very initial stages: the effect of learning condition and individual learner variables in three language tests across five L1s Marianne Starren	
	Pseudo-clefts in L2 French social interaction: A developmental study Simona Pekarek Doehler	Asymmetries between 1st Person and 2nd/3rd Person: Learner (In)Sensitivity to Non-target-like Use of 3ps -s Shigenori Wakabayash	Within-person effects in L2 development by novice older adult learners: Evidence from an intensive micro-longitudinal study Simone Pfenninger	A longitudinal study on the relationship between young English language learners' extramural English and their vocabulary knowledge Lieven Bollansée	The LANG-TRACK-APP and the Experience Sampling Method: Advancements in research on language exposure and use in study abroad Henriette Arndt	Updating beliefs about English for academic purposes: Tuning in teachers and students on the same page Seyit Gok	
	The effect of task-based peer interaction on young EFL learners' explicit and implicit knowledge of past tense: an intervention study Elisabeth Pladevall Ballester	Predictive Use of Case-Marking Cues in Turkish: Monolingual Compared to Turkish-Dutch Bilingual Adults Figen Karaca		Lexical Attrition in L2 among Bilingual Saudi Arabic-English Returnees and Saudi Heritage Speakers in the United States Hadil Alraddadi			
12:30PM - 12:45PM, Cafeteria	Break						
12:45PM - 01:45PM, Aula Magna	Keynote Sible Andringa Does literacy change language learning? Insights from awareness research						
01:45PM	Conference closing						

Day 4, Aug. 27, 2022