



3-6 July 2024, Montpellier

Wednesday July 3rd 2024, University of Montpellier

	Session 1 Salle 008	Session 2 Salle des colloques 1	Session 3 Salles des colloques 2	Session 4 Caryatides	Session 5 Auditorium	Session 6 Kouros
8h30-9h	Registration					
Doctoral Workshop – St Charles campus, Université Paul Valéry Montpellier 3 (Tram: Albert 1er)						
Discussant	Xavier Aparicio	Miho Sasaki	Gabriele Pallotti	Holger Hopp	Joan Carles Mora	Vanessa de Wilde
9h-9h30	Investigating cross-linguistic syntactic priming effects in comprehension and production among Chinese learners of English Christina Liu	Secondary analysis in second language research: Examining (un)exploited analysis potentials and preventing potential pitfalls Leonie Regina Twente	Exploring the compatibility of TBLT and morphologically complex languages: an analysis of learner performance on an L2 Lithuanian task Richard Udes	Acquisition and development of grammatical gender in L3 Spanish: an eye-tracking study on heritage speakers of Polish in the UK Carla Menares	Audiovisual processing of vowels in second language learners of Swedish and German Helene Springer, Frida Splendido, Marianne Gullberg	Writing as a bridge to speaking: Effects of a task-based writing intervention on speaking skills in German of pre-university students in the Netherlands Fred Sikkens
9h30-10h	Word segmentation and reading comprehension	A study on the three-way interaction between speech	Fostering intercultural communicative competence through	Processing Gender Stereotypes in L2 learners	Measuring the impact of prosody awareness raising: A training	Rating rubrics of EFL writing performance in published research

	among French learners of Chinese as a second language Rachel Daveluy	perception, production, and orthography in L2 German Megumi Terada	interaction with a task-based conversational agent aligned with the school curriculum Elizabeth Bear	Joanna Porkert, Anna Siyanova-Chanturia, Merel Keijzer	programme for adult inexperienced L2-English learners Stella Ville	articles: a systematic review Huimin Ke, May Wu, Rasmus Steinkrauss, Marjolijn Verspoor
10h-10h30	Acquiring grammar through input-based tasks: a quasi-experimental study with beginner learners of Italian in Austria Anna Romano	Studying language control in high frequency code-switchers: Combining experimental and ecological approaches Layana Awada, Barbara Köpke	The identity of Chinese people in a multilingual era: An ethnography in a Chinese primary school Lijia Yu	Heritage multilingualism in the UK – the case of mood selection in Heritage Speakers of Spanish Camila Merlo	How do phonetic reductions affect the perception of French learners of English? Marine Mouquet	The relationship between the situation model building ability, the episodic buffer and L2 writing process and product Zhixing Han, Rasmus Steinkrauss, Marije Michel
10h30-11h	COFFEE BREAK For sessions 1, 2, 3: Cours des marronniers For sessions 4, 5, 6: Jardin d'hiver					
Discussant	Fanny Forsberg Lundell	Nicole Tracy-Ventura	Dalila Ayoun	Barbara Köpke	Alicia Luque	Marianne Gullberg
11h-11h30	Vocabulary learning from documentaries: Are all documentaries equal? Kadir Kaderoglu, Roger Gilabert, Maria del Mar Suárez	Observing language minoritization through language teachers' minds: example of ESL/EFL teacher beliefs and practices about Guadeloupean Creole Ingrid Jasor	L2 acquisition of Chinese perfective motion events Shanshan Hu	The effect of regressive transfer from L3 Scandinavian on word order in L2 English Anna Olszewska	Event conceptualisation by French-English, Russian-English and Russian-English-French speakers: insights from verbal and non-verbal tasks Alina Tsikulina	Use and effect of the Baby Sign on language and communicative acquisition in childcare centers Lucie Métral
11h30-12h	Acquisition of phraseological competences and the spacing effect Fredina Addo	Oral fluency in the Spanish language classroom: Studying teachers' beliefs and practices in France and Sweden Victor Jorméus	Un fichu caractère or un caractère fichu ? The acquisition of L2 French adjective placement by Chinese speakers with a primary language of L1 Zhanglin XIE, Barbara Hemforth,	The Role of L1/L2 Transfer in morpho-syntax from a processability perspective: A longitudinal study of learners of English as an additional language (LX) in lower secondary	Pedagogical construction grammar meets multilingual didactics: How to teach the construction [Verb of motion + a/de + noun] in Spanish classes at German grammar schools?	Design, construction and data processing of a longitudinal multimodal interlanguage corpus: An ongoing study with L1 Italian and L2 Chinese

			Maria Copot, Claire Saillard	education in Austria Katharina Egger	Eleni Kanli	Siyuan Liu, Adriano Ferraresi, Maja Milicevic
12h-12h30	Frequency and Mutual Information effects on processing of lexical bundles: evidence from self-paced reading and priming tasks Christopher Ott, Patrick Rebuscha, Raffaella Bottini		Assessing the impact of typology and proficiency on pronoun usage in SLA: A large-scale analysis of null-subject language learners Jye Smallwood	L'acquisition du syntagme nominal en grec L3 : l'influence de la L2 et de l'activité métalinguistique Eftychia Belia	Unravelling the processing of missing – object syntactic constructions. A comparative study between Spanish monolinguals and Spanish – Catalan bilinguals. Giuseppe Dario Benigno, Pedro Guijarro-Fuentes, Estela García Alcaraz, Marta Rivera Zurita	
12h30-13h45	LUNCH Cour des marronniers & Cour des platanes					
Roundtable – Faculté d'Education, Université de Montpellier (Tram: Stade Philippiès)						
13h30-14h15	Registration					
14h15	<p>Roundtable <i>Young language learners in an instructed setting – challenges, opportunities and goals</i></p> <p>Introduction: Agnès Perrin-Doucey (Dean of the Education Faculty), Stéphanie Cialone (school inspector), Carine Belrepayre (school inspector), Brahim Azaoui (moderator)</p> <p>Participants:</p> <ul style="list-style-type: none"> Raphael Berthele (Université de Fribourg/Freiburg) Cathy Cohen (INSPé, Université Lyon 1) Roger Gilabert (Universitat de Barcelona) Carmen Muñoz (Universitat de Barcelona) Elsa Tragant (Universitat de Barcelona) Alexandra Vraciu (Universitat de Lleida) 					
14h30-16h	<p>Part 1</p> <ul style="list-style-type: none"> – Challenge 1: “I lack oral fluency and vocabulary....” “My accent is atrocious...” “I’d like to be better trained....” How can teachers be empowered to teach foreign languages in primary school? – Challenge 2: Inequalities, diversity and inclusive language pedagogy: (How) can teachers meet all these expectations? 					

	– Challenge 3: What happens when EFL learners transition from primary to secondary school?
16h-16h20	COFFEE BREAK
16h20-17h50	Part 2 <ul style="list-style-type: none"> – Challenge 4: Classroom limitations: Are extracurricular activities the solution? – Challenge 5: Learner-centered pedagogies and their impact on children's attitudes towards EFL: Insights from a peer interaction and corrective feedback intervention in Catalan primary schools – Challenge 6: Do second language acquisition findings transfer to actual practice?
17h50-18h	Roundtable conclusion
18h15-19h45	EXECUTIVE COMMITTEE MEETING (EC members only) (St Charles, Tram: Albert 1er)

19h Doctoral Evening ([La Gazette](#), Montpellier)

- This activity (included in registration fees) is only open to students.
- There were limited spots for this activity; only students who signed up for the event can attend. If you are not sure whether you signed up, please go to the reception to check.



Thursday July 4th 2024 Corum congress center (Tram: Corum or Comédie)

	Session 1 Joffre A	Session 2 Joffre B	Session 3 Joffre C	Session 4 Joffre D	Session 5 Joffre 5	Session 6 Auditorium
8h-8h30	Registration					
8h30-9h	<p style="text-align: center;">OPENING</p> <p style="text-align: center;">Jean-Michel Ganteau (Université Paul-Valéry Montpellier 3) Roger Gilabert (EuroSLA president)</p>					
9h-10h	<p style="text-align: center;">Plenary 1 : Joan Carles Mora, Universitat de Barcelona</p> <p style="text-align: center;">Phonological acquisition in instructed SLA: individual differences and L2 pronunciation training in and beyond the classroom</p> <p style="text-align: center;">Auditorium</p>					
10h-10h30	COFFEE BREAK					
Chair	A. Godfroid	N. Dherbey Chapuis	F. Forsberg Lundell	J. Granfeldt	C. Dimroth	I. Dosi
10h30-11h	<p>Insights from multimodal analysis on longitudinal interview data: the case of I don't know.</p> <p>Pauline Beaupoil-Hourdel, Pascale Leclercq, Elisa Sneed German, Amanda Edmonds</p>	<p>Diagnosing L2 pronunciation challenges for Japanese medical students: top-down and bottom-up approaches</p> <p>Ingrid Mora-Plaza, Yui Suzukida</p>	<p>A longitudinal investigation into second language writing development: examining complexity, accuracy, fluency, and their interactions</p> <p>Barkaoui Khaled</p>	<p>Network science: A new lens for studying L1 lexical attrition</p> <p>Adel Chaouch-Orozco, Fernando Martín-Villena</p>	<p>Investigating the contribution of accuracy and complexity in characterizing language proficiency: a machine learning experiment</p> <p>Soroosh Akef, Detmar Meurers, Amália Mendes, Patrick Rebuschat</p>	<p>Ecological validity and diversity in heritage bilingualism Research: examining the role of objective, subjective, and language experience measures.</p> <p>Alicia Luque, Bernard Issa, Bryan Koronkiewicz, Mandy Faretta-Stutenberg,</p>

						Harriet Bowden, Brechtje Van Osch
11h-11h30	Undergraduates' plurilingual and pluricultural competence in the context of a European internationalized university. Relationship with their EFL self-concept from a longitudinal perspective Socorro Ibáñez, Mireia Trenchs-Parera	Testing a phonological awareness test: A validated reduced scale predicts L1 and L2 receptive lexical and grammatical skills Kristin Kersten, Ann-Christin Bruhn, Lynn Jedamski	Enriching L2 writing data with community-driven vs. crowdsourced comparative judgement: a validity study Peter Thwaites, Pauline Jadouille, Magali Paquot	When the dative becomes less reliable – L1 attrition in a multilingual context Judith Schlenker, Marit Westergaard	How much L2 grammar practice is needed to gain long-term knowledge? Jonathan Serfaty	Supporting heritage languages outside the family: a cross-sectional study on early German-Spanish bilingualism in Germany and Spain Natascha Müller, Laia Arnaus Gil, Johanna Stahnke
11h30-12h	Introducing multilingual assessment in English-medium instruction schools in India Jacopo Torregrossa, Ianthi Tsimpli, Lina Mukhopadhyay, Vrishali Patil-Ingle	Home literacy predicts lexical, not grammatical, L2 skills and mediates effects of social status on young learners' phonological awareness Ann-Christin Bruhn, Kristin Kersten	Writing development in adult L2 learners of varying educational backgrounds Anders Agebjörn, Robert Walldén	On the early acquisition of null subjects in Catalan and German as heritage or majority languages: early multilingualism in Germany and Catalonia Amelia Jiménez-Gaspar, Laia Arnaus Gil	Implicit statistical learning and working memory predict the outcomes of digital L2 practice in adolescents. Diana Pili-Moss, Katharina Wendebourg, Torben Schmidt, Detmar Meurers	Linguistic and trait determinants of self-regulation in multilinguals' use of linguistic landscape Przybył Jakub, Danuta Wiśniewska
12h-12h30	Multilingual turn in EAL education: To what extent do EAL teachers practice multiliteracy instruction? Eliane Lorenz, Anna Krulatz, Eivind N. Torgersen	Auditory processing ability predicts non-native word learning: Evidence from online (eye-tracking) and offline measures Yuxin Ge, Magdalena Kachlicka, Kazuya Saito, Patrick Rebuschat, Padraic Monaghan	Learning to use single words and formulaic sequences creatively in second language writing: The impact of explicit instruction Rebecca Moden	Grammatical gender assignment to unknown words in L2 French by speakers of three-gender languages Francois Pichette, Justyna Leśniewska, Maura Cruz Enríquez	A lexical analysis of commercial-off-the-shelf games in English Iwarin Suprapas, Beatriz González-Fernández	Metaperceptions of L1 and L2 English speakers during interaction: The role of individual differences Chaoqun Zheng, Anamaria Bodea, Pavel Trofimovich, Kim McDonough
12h30-14h	LUNCH					
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6

	Joffre A	Joffre B	Joffre C	Joffre D	Joffre 5	Auditorium
Chair	M. Agren	S. Pfenninger	C. Alazard	M. Wirtz	S. Gao	C. Cohen
14h-14h30	Aptitude-treatment interactions in explicit instruction Karen Roehr-Brackin, Karolina Baranowska, Renato Pavlekovic, Pawel Scheffler	The Cognate Facilitation Effect in L3 lexical processing Kyle Parrish	Learner corpora of German as a second language in newly migrated students – methodological limits for the design of L1 reference corpora Aylin Braunewell, Julia Schlauch, Jana Gamper	Crowdsourcing L2 proficiency assessment using comparative judgement: What is really important to novice judges? Nathan Vandeweerd, Peter Thwaites, Magali Paquot	The volatility of the moral foreign-language effect may rest in its making: A pupillometry approach Dieter Thoma, Pernelle Lorette	The role of starting age for L2 English proficiency in input-rich settings: the case of Flanders and Sweden Elke Peters, Pia Sundqvist
14h30-15h	Declarative and procedural memory effects in second language acquisition: An aptitude– treatment interaction study Simón Ruiz, Wensi Zhang, Chaofan Jiang, Jiayi Li, Siqi Yang, Padraic Monaghan, Patrick Rebuschat	The effect of morphological mismatch on the processing of L2 compounds: Evidence from eye-tracking Suhad Sonbul, Dina El-Dakhs, Anna Siyanova-Chanturia	Informal learning of English: Finnish pupils' experiences Lea Meriläinen	Observing very-short-term speaking fluency development in computer-delivered interviews Serge Bibauw	A systematic review and meta-analysis of storytelling interventions in second language learning Ting Yao, Xiaotong Xi, Pilar Prieto	Speeded C-Test - a better predictor of oral proficiency? Anastasia Drackert, Franziska Möller, Anna Timukova
15h-15h30	Modality matters in measuring foreign language aptitude: Empirical evidence from a new aptitude battery Tests of Aptitude for Language Learning (TALL) Junlan Pan, Emma Marsden	The effects of word frequency and noise on listening effort in bilinguals' L1 and L2: A pupillometry study Jens Schmidtke, Dana Bsharat-Maalouf, Tamar Degani, Hanin Karawani	Learning English beyond the classroom: Young EFL learners' grammaticality judgement and writing proficiency prior to formal English instruction Elien Prophète, Pia Sundqvist, Elke Peters	The assessment of functional adequacy in oral interactional tasks Ineke Vedder	Textual enhancement to help learners acquire L2 features: A Meta-analysis Liting Luo, Frank Boers	The effect of additional CLIL instruction on young learners' oral grammatical complexity Raúl Azpilicueta-Martínez
15h30-16h	The relationship between auditory	Analytic Chinese character recognition	The effects of textual enhancement and	From SLA and TBLT constructs to actual	Between order and disorder: an	Turn-Taking in Second Language Acquisition:

	alertness, mental transformation, and previous EFL learning in young learners' foreign language aptitude for a novel language Jasenka Čengić, Agnieszka Kałdonek-Crnjaković, Tanja Angelovska	among nonnative speakers Ying Zhou, Nan Jiang	individual differences on young learners' vocabulary acquisition through captioned cartoons Rebeca Finger-Bou, Carmen Muñoz	decision making: Automated task design for EFL teaching in primary schools Vera Trager, Roger Gilabert	information-theoretic approach to linguistic complexity Paolo Brasolin, Arianna Bienati	How do L2 learners make use of prosody in turn-end prediction? Emilia Nottbeck
16h-16h55	COFFEE BREAK Poster session n°1					
16h55-17h50	Plenary 2 : Xavier Aparicio, Université Paris-Est Créteil & INSPE Académie de Créteil Examining the role of control processes in reading comprehension in second language Auditorium					
17h50-19h30	Welcome reception Auditorium and Espace Joffre Presentation of the Distinguished Scholar Award to Ineke Vedder and Folkert Kuiken					

19h15 or 19h30 guided walking tour of Montpellier (optional)

- The walking tour is only open to those who reserved a spot during their registration. If you are not sure whether you signed up for this activity, please go to the conference reception for confirmation.
- Three groups will leave at 19h15, three at 19h30
- The tour will start at the exist of the Corum
- In all, the tour will last about two hours



Friday July 5th 2024 Corum congress center (Tram: Corum or Comédie)

	Session 1 Joffre A	Session 2 Joffre B	Session 3 Joffre C	Session 4 Joffre D	Session 5 Joffre 5	Session 6 Auditorium
8h-8h30	Registration					
Chair	R. Serrano	M. Pattemore	V. Rogers	C. Wright	S. Bernolet	M. Montero Perez
8h30-9h	The processing advantage of multiword sequences: A meta-analysis Wei Yi, Yanlu Zhong	Vocabulary knowledge and vocabulary use in writing: A cross-sectional comparison of L2 English and French Eva Caltabellotta, Elke Van Steendam, Ann-Sophie Noreillie, Elke Peters	Reassessing the gap between sound and word recognition in late L2 learners through highly symmetrical experimental tasks Miquel Llompart, Celia Gorba, Pilar Prieto	The effects of CLIL intensity, extramural exposure and gender on young learners' reading and listening skills Hanne Roothoof, Amparo Lázaro Ibarrola	A by-product of being bilingual: Changes at the syntax-discourse interface in the L1 of L1 Spanish-L2 English bilinguals Teresa Quesada, Cristóbal Lozano	Learning a second language at first exposure: The role of audiovisual input Paulina Olender, Imma Miralpeix
9h-9h30	Reading adjacent and non-adjacent collocations: An eye-tracking investigation of "nested" collocations Manuel Pulido, Marijana Macis, Suhad Sonbul	The effect of etymological relatedness and perceived semantic relatedness of multiple meanings of words on L2 learners' vocabulary knowledge. Beatriz González-Fernández	Phonetic training meets statistical learning Patrick Rebuschat, Yuxin Ge, João Dinis Fernandes, Anabela Rato, Susana Correia	Extramural English in the Turkish context: Scale development and the relationship with English proficiency Mehmet Sercan Uztosun, Pia Sundqvist	Exploring the role of task modality and task complexity in L2 performance in EFL classes Tugce Smith, Sebnem Yalcin	Initial acquisition of L2 Arabic verbal inflection: input processing and first productions Hedi Majdoub, Marzena Watorek, Rebekah Rast, Pascale Trévisiol
9h30-10h	The processing of cognates in idioms – a	The effectiveness of bilingual subtitles for	Pronunciation and discrimination develop	WHEN and FOR WHOM does extracurricular	Impact of cross-linguistic divergences on	Exploring the longitudinal

	self-paced reading with lexical decision Kristina Weissbecker	foreign language learning and comprehension in beginner learners Georgia Pujadas, Carmen Muñoz, Stuart Webb	independently whatever the explicit or implicit mode of teaching. Nathalie Dherbey Chapuis, Raphael Berthele	English exposure work? Introducing new methods to capture the temporal specificity of L2 development and individual differences in young learners Simone Pfenninger, Mason Wirtz	the acquisition of it-cleft sentences in L2 Italian and L2 French: an experimental study Bianca Maria De Paolis	development of lexical and syntactic complexity in young L2 English learners' speaking Vanessa De Wilde
10h-10h30	COFFEE BREAK					
Chair	G. Boone	C. Hervé	E. Koch	M. Voga	L. Terrier	D. Thoma
10h30-11h	Collaborative writing based on generative AI models: Revision and deliberation processes in the German as a Foreign language classroom Marije Michel, Iryna Menke-Bazhutkina, Niklas Abel, Carola Strobl	Minority language abilities and use boost L3-English abilities at the early stages of L3 acquisition Marta Segura, Adriana Soto-Corominas	Learning from processing: abstract structural priming across grammatical structures and languages in early L2 development Holger Hopp, Sarah Schimke, Freya Gastmann, David Öwerdieck, Gregory Poarch	The (not so) Simple View of Reading in bilingual and monolingual children: the impact of vocabulary, verbal working memory and literacy Ifigeneia Dosi, Evgenia Karadimoula, Klisilda Loubonia, Zoe Gavriilidou	Developments in LLAMA test validation Vivienne Rogers, Lars Bokander, Tesni Galvin, Rhea Ray, Brian Rogers, Paul Meara	Vocabulary learning with online and paper dictionaries in the context of meaning-focused reading Isabelle Udry, Raphael Berthele
11h-11h30	The effect of machine translation access on L2 writers' cognitive processes across proficiency levels Margot Fonteyne, Maribel Montero Perez, Joke Daems, Lieve Macken	The acquisition of object clitics pronouns in child L3 French Mihaela Pirvulescu, Virginia Hill	Disruption of native language access by non-verbal emotional content in bilinguals Wanyu Zhang, Rafał Jonczyk, Guillaume Thierry, Shan Gao	Higher level of biliteracy is associated with better executive function in Greek-English bilingual children Froso (Effrosyni) Argyri	A call for cautious interpretation of Vocabulary Levels Tests: A focus on words with multiple meanings Xi Yu, Frank Boers	Investigating the relationship between gaze-contingent eye-tracking and L2 vocabulary development: The effects of reading proficiency and vocabulary size Andrea Révész, Matthew Stainer, Ana Pellicer-Sanchez, Marije Michel,

						Yoojin Chung, Mary Elisabeth Martin, Sanne Van Eijdsden
11h30-12h	Empowering multiliteracy: A case study on the use of ICT in Turkish heritage language writing in bilingual seventh graders Till Woerfel	Investigating CLI in multilingual acquisition through an artificial language Marit Westergaard, Chloe Castle, Natalia Mitrofanova	Could incrementally learned expectations lead to the gradual emergence of the mismatch negativity (MMN) response? Jessie S. Nixon, Jacolien Van Rij	Playing the catch-up game: How long do (not so) newly immigrated students lag behind? Nicole Marx	The more proficient the learners, the less sophisticated their L2 vocabulary? Reliability and validity issues in frequency-based lexical measures Elen Le Foll, Raffaella Bottini	L2 writers' tripartite engagement with written corrective feedback in different timing conditions. Relationship between engagement with feedback and written accuracy Sophie McBride, Florentina Nicolás-Conesa, Lourdes Cerezo
12h-12h30	The effect of using gamified quizzes as a formative assessment tool on students' long-term motivation in an EFL reading course in a Chinese university Rui Yan, Reka Jablonkai	L2 Learners' listening efforts and cognitive processes in the listen-to-summarize task: a mixed-methods study Yuhan Luo, Dagmar Divjak, Petar Milin	Dampening of the bilingual brain response to negative words extends to speech comprehension and production Rafał Jończyk, Marcin Naranowicz, Katarzyna Jankowiak, Paweł Korpala, Katarzyna Bromberek-Dyzman, Guillaume Thierry	On the nature of the morphological mismatch in the comprehension of relative clauses in monolingual and L2 English children Adriana Soto-Corominas, Evangelia Daskalaki, Johanne Paradis	Is productive lexical knowledge the same as lexical use? The case of advanced L1 Swedish EFL learners Batia Laufer, Per Snoder	Training preservice EFL teachers on nontraditional dialects of English Germán Zárate-Sáñez
12h30-14h	LUNCH					
	Session 1 Joffre A	Session 2 Joffre B	Session 3 Joffre C	Session 4 Joffre D	Session 5 Joffre 5	Session 6 Auditorium
Chair	M. Michel	M. Pirvulescu	E. Mélaç	A. Bouhmid	S. Detey	F. Floquet
14h-14h30	Predicting upcoming speech based on semantic and/or gender cues among L1 and L2	Blocking or highlighting? The distributional effect of inflectional and adverbial cues	Why some aspectual structures are more difficult to acquire than others: Insights from	Exploring the role of segmental and suprasegmental features in L2 speech:	How acquirable are English articles for L2 learners? Evidence from online processing and	Pronoun interpretation in English: When native speakers 'misbehave' Lydia White,

	users of German: a visual-world eye-tracking experiment Pernelle Lorette	Liuqi Zhu, Padraic Monaghan, Patrick Rebuschat	complex predicates in L2 Romance Birgit Füreder	Insights from native and non-native listener judgments on comprehensibility and accentedness Cristina Aliaga-Garcia, Ingrid Mora-Plaza, Mireia Ortega Duran, Natalia Fullana	production by L1 Mandarin and L1 Croatian speakers of L2 English Jelena O'Reilly, Leah Roberts	Heather Goad, Guilherme Garcia, Natália Guzzo, Liz Smeets, Jiajia Su
14h30-15h	Cross-linguistic gender congruency effects in sentence context depend on gender transparency and L2 proficiency Kamil Długosz, Anna Olszewska	Effects of familiarity of lexis in the production of Russian case inflection Natalia Parker, Clare Wright	Modulating motion event categorization through brief training: Meaning-focused versus form-focused instructional conditions Yuyan Xue, John Williams	Visual cues and L2 speaker intelligibility: How do religious and non-religious face coverings affect listeners' understanding of L2 French? Rachael Lindberg, Pavel Trofimovich, Sara Kennedy, Oguzhan Tekin	Can classroom training facilitate predictive processing and oral production of case in L2 German? Heather Marsden, Emma Marsden, Holger Hopp, Carrie N. Jackson, Thomas Jochum-Critchley, Vivienne Rogers	Subject and object pronominal drop in monolingual and bilingual children: Evidence from Russian and Hebrew Galina Gordishevsky, Natasha Dvorina, Natalia Meir
15h-16h	COFFEE BREAK Poster session n°2					
16h-16h15	Presentation JESLA special collection in honor of Viv Cook Auditorium					
16h15-17h15	Plenary 3 : Stéphanie Roussel, University of Bordeaux Guiding attention, guiding learning: "attention" in second language teaching and learning Auditorium					
17h15-18h15	AGM Auditorium					
19h00	Conference dinner (Château de Flaugergues) We will travel together to the Château via charter bus					



Saturday July 6th 2024 Corum congress center (Tram: Corum or Comédie)

	Session 1 Joffre A	Session 2 Joffre B	Session 3 Joffre C	Session 4 Joffre D	Session 5 Joffre 5	Session 6 Auditorium
Chair	J. Saturno	R. Moden	A. Pattemore	A. Murakami	N. Auger	A. Edmonds
9h-9h30	'Please sport' or 'police support'? Examining the effect of phonetic reduction on speech intelligibility for L2 listeners Gil Verbeke, Holger Mitterer, Ellen Simon	Factors affecting learning of pragmatic formulaic sequences from audio-visual input Natalia Moskvina, Roger Gilabert	"Here comes the sun". Differential pupillary embodiment of emotion and brightness vocabulary in L1 and L2 Stefanie Radetzky, Dieter Thoma	Unpacking L2 explicit linguistic knowledge and online processing of the English modals may and can: A comparison of acceptability judgments and self-paced reading Nadia Mifka-Profozic, David O'Reilly	AI-enabled lexical glossing for incidental L2 word learning Tong Zhu, Derek Irwin, Yanhui Zhang, Renjie Wu	Perceptual curiosity in L2 learning: construct development and scale validation Céline Rocher Hahlin, Alastair Henry, Joost Van de Weijer, Jonas Granfeldt
9h30-10h	Language change in Japanese-English bilingual returnee children over the course of five years: evidence from accent rating and acoustic analyses Tim Laméris, Maki Kubota, Tanja Kupisch, Jennifer Cabrelli, Neal Snape, Jason Rothman	Examining the effect of contextual diversity on the processing and learning of new vocabulary Radha Chandy, Raquel Serrano, Ana Pellicer-Sánchez	How well do I select words? Exploring L2 vocabulary self-assessment Yui Suzukida, Takumi Uchihara	Development of syntactic and phonological processing during a residence abroad: eye-tracking evidence from L1 Mandarin speakers in the UK. Lewis Baker, James Turner	Word engagement and incidental vocabulary learning: the impacts of task complexity and task condition Meiqiong Liang, Yuanhua Xie	Reading-while-listening is efficient and enjoyable, but it does not improve comprehension Bronson Hui, Aline Godfroid

10h-11h	COFFEE BREAK Poster session n°3					
Chair	E. Sneed German	N. Vandeweerd	P. Leclercq	M. Watorek	P. Snoder	
11h-11h30	Are non-words really superior to real words to train L2 sounds? Celia Gorba, Miquel Llompart, Pilar Prieto	The role of idiomaticity in fluent speech: The case of listener-based judgement in an argumentative speech task Kotaro Takizawa	Exploring the interplay of L2 learning experience and executive functions: A longitudinal study Mehmet Akinci, Gülcan Ercetin	What does it actually mean? How L1 speakers and advanced L2 speakers of Swedish process and interpret pragmatic particles Pia Järnefelt	Vocabulary learning from captioned video viewing in primary school learners: The influence of word- and context-related factors. Daniela Avello, Carmen Muñoz	
11h30-12h	Perception and production of voicing contrast in French stops by Wu and Mandarin speakers Yishan Jin, Damien Chabanal	Assessing the benefits of meaning inferencing: The case of idioms Frank Boers, Xi Yu, Xiaofei Wang	Processing of computer-mediated feedback: An eye-tracking study Nektaria Kourtali, Ziwei Guo	Individual variation in heritage language morphosyntactic processing: Causal modeling of sensitivity to clitic placement in Bosnian and Serbian in Norway Aleksandra Tomic, Yulia Rodina, Fatih Bayram, Cecile De Cat	Factors influencing L2 learners' single-word productive vocabulary in German: a longitudinal study Griet Boone, Vanessa De Wilde	
12h-13h	Plenary 4 : Nicole Tracy-Ventura, West Virginia University The immediate and long-term effects of study abroad on L2 learning Auditorium					
13h	Closing					

13h15 Excursion 1 (Aigues-Mortes), Excursion 2 (St Guilhem le Désert) (optional)

- The two excursions in the Occitanie region are only open to those who selected and paid for the activity during their registration. If you are not sure whether you signed up for this activity, please go to the conference reception for confirmation.
- Each excursion will begin with lunch at the [Brasserie Quotidienne](#) (very close to the Corum). The meal is included in the price of the excursion
- Buses will leave for the two destinations (Aigues-Mortes and St Guilhem) from the restaurant. The return to Montpellier is planned around 18h30.

14h Guided walking tour of Montpellier (optional)

- The walking tour is only open to those who reserved a spot during their registration. If you are not sure whether you signed up for this activity, please go to the conference reception for confirmation.
- There will be two groups
- The departure point will be confirmed later

Poster session 1 (Thursday July 4th, 16h-17h)

- “And let's move on”: and as a discourse marker in the teacher talk of Croatian EFL teachers Eva Jakupčević
- A Closer Look at the Acquisition of the Present Progressive by Japanese-speaking Learners of English Takayuki Kimura, Runa Kohama, Hikari Otsuka, Ryusho Osawa, Urara Shimoyama, Seyoung Jeong
- Exploring TBLT practices in Hong Kong senior secondary schools through the framework of Intended Constructive Alignment Cheung Suet-sin
- A Corpus-based Spoken Academic Belgian Dutch (SABeD) Word List Jolien Mathysen
- Acquiring nasal vowels in French: an acoustic and perceptual study on Belgian Dutch learners' pronunciation Hanna De Haes, Ellen Simon, Peter Lauwers
- The acquisition of L2 French phonology by L1 Portuguese adult learners Letícia Almeida, Charlotte Alazard-Guiu, Margarida Possidónio
- Acquisition of the mass-count distinction by Mandarin, and Cantonese L2 learners of English Yılmaz Köylü
- Awareness of orthographic transparency benefits the lexical encoding of mid-vowel contrasts in Portuguese L2 words Isabelle Darcy, Hunter Brakovec
- Bilingual cognition and the effects of L2 category: colour and spatial concepts Miho Sasaki, Rune Okada, Riku Yamane
- ChatGPT for delivering tasks in less commonly taught languages Mireia Toda Cosi
- Chinese and Japanese L2 learners' perceptions of the use of generative AI in language learning Nozomi Abe, Xiaoli Wu
- The variable production of (non-)canonical structures in spoken vs. written language: German V2 vs. V3 declarative constructions Johanna Wittner, Andrea Ender
- Comparing maze task and judgement task data in crosslinguistic influence research: null and overt complementizers in L2 English relative clauses Youssef Rami, Alaa Al-Maani, Heather Marsden
- Explicit instruction helps only at the beginning: Children's learning of vocabulary and grammar from cross-situational statistics. Wensi Zhang, Padraic Monaghan, Patrick Rebuschat
- Continuity and contrast in L2 Italian dialogues Cecilia Andorno, Christine Dimroth, Ludovica Monte, Sandra Benazzo
- The Effectiveness of Cognitive Linguistics (CL)-inspired Instructions on L2 Vocabulary Learning: A systematic literature review Injung Wi, Frank Boers
- Cross Linguistic Influence in L3 acquisition: Do dominance and recency play a role? Chloe Castle, Anna Skafba, Marit Westergaard
- Effects of targeted perceptual training on L2 suprasegmental cue weighting strategies Magdalena Kachlicka, Ashley Symons, Yaoyao Ruan, Kazuya Saito, Fred Dick, Adam Tierney
- English exposure in the classroom and vocabulary development. Longitudinal data from a CLIL project Luca Cilibrasi, Tina Skočilová
- Exploring a single coefficient of utterance fluency. Longitudinal analysis of speak production in French L2 Minerva Rojas
- The impact of podcast creation on EFL students' language learning emotions Mari Alger, June Eyckmans
- Eye-tracking evidence for pretesting effects in incidental L2 vocabulary learning Eva Puimege, Takumi Uchihara
- Focus last and Agent first in basic varieties : what happens when the agent is in the focus? Isabel Repiso, Cyrille Granget
- Learning English in secondary school in Reunion Island: biliteracy and age factor in foreign language learning. Mallaury Viry
- The predictive validity of IELTS scores: A meta-analysis Tomlin Gagen, Farahnaz Faez

Poster session 2 (Friday July 5th, 15h-16h)

- Improving pragmatic skills in a foreign language through embodied prosodic training Florence Baills, Núria Esteve Gibert, Lorraine Baqué
- Individual versus collaborative pre-task planning in L2 English written production Arturo Valera-Garcia, Raquel Criado
- Individual-Level Data and the Property-by-Property/Wholesale Transfer Debate: The Case of L1-English/L2-Spanish and French Learners of L3 Mandarin Hunter Brakovec
- Investigating the relation between second language proficiency and study success using a causal inference approach Sybren Spit, Sible Andringa, Oisín Ryan
- L1 Attrition in instructed settings: L1 Spanish-L2 English bilinguals' relative clause attachment preferences Elena García-Guerrero, Cristóbal Lozano
- L1-to-L2 and L2-to-L1 cross-linguistic structural priming: the role of verb bias effects Chantal Van Dijk, Holger Hopp
- L2 proficiency and orthographic effects on phonology across writing systems Louise Shepperd
- L2 vowel and stress acquisition: results from a perceptual training at the onset of learning Gabriela Tavares, Susana Correia, Andrea Deme
- L3 Processing of Verbal Aspect in English by Russian-German Bilingual Children: Evidence from Eye-Tracking Nadine Kolb, Serge Minor, Natalia Mitrofanova, Marit Westergaard
- Learning the pronunciation of English words from textual input: Should we listen first? Liwen Situ
- Lexical competence in French middle school learners of English (is a bee the same as a fly?) Marie-Pierre Jouannaud, Pascale Manoïlov
- Linguistic concepts and L2 research into L2 Classroom: a case of L2 Greek Clitics Anastassia Mangana, Kook-Hee Gil
- Looking into cognate recognition in intercomprehension: an eye-tracking experiment Larissa D'Angelo, Ilaria Borro, Saturno Jacopo
- Maximizing L2 learning from TV viewing in different conditions Margarita Popova, Imma Miralpeix
- Revisiting Agent-Preference in language and perception : An eye-tracking study of causal scene narration by Syrian learners of French Mireille Copin, Ines Saddour, Cyrille Granget
- Methods and methodological challenges in the study of morphology in L2 French Malin Ågren
- Monolingual vs. multilingual university settings: an investigation of students' socio-economic, language and motivational profiles Laetitia Louis, Pauline Degrave, Philippe Hiligsmann
- Acquisition and maintenance of nominal lexical stress paradigms in Russian by Russian-German bilinguals Bernhard Brehmer, Olia Blacher, Tatjana Kurbangulova
- Morphophonological ambiguities and automatic assessment of spoken L2 lexical forms for pedagogical purposes: a pilot study among Japanese learners of French Sylvain Detey, Verdiana De Fino, Lionel Fontan
- Motivation for learning languages in English secondary schools: an exploratory study of beginner learners of Mandarin, French, Spanish and German Robert Woore, Laura Molway, Clare Savory
- Motivation to learn a second foreign language in upper secondary school: A preregistered intervention study Jonas Granfeldt, Céline Rocher Hahlin, Joost Van de Weijer, Alastair Henry
- On the interpretation of null and overt anaphoric pronouns: a pilot study with Italian native, second language and heritage speakers Elisa De Cristofaro
- Pinning down the positive effects of translanguaging-based pedagogies on students' metalinguistic abilities Valentina Carbonara, Jacopo Torregrossa
- Processing generic reference in French and English: an elicited imitation study Coralie Hervé
- Progression and task-based variability of linguistic complexity across grade levels: A case study of the secondary school reading texts in Hong Kong Leung Shue Sum
- Redundancy and salience in initial L2 acquisition Panagiotis Kenanidis, Miquel Llopart, Sara Fernández Santos, Ewa Dabrowska
- Reference in children with Greek as a heritage language – When production and comprehension skills draw a different picture Angelika Golegos, Theodoros Marinis

Poster session 3 (Saturday July 6th, 10h-11h)

- Assessing Students' Spanish Oral Proficiency Development after One Semester Abroad in Spain: A group and individual analysis Sara Fernandez Cuenca, Minerva Rojas, Anna Attal
- Implicit learning with(out) UG: An extraction constraint, case marking, and displacement Junya Fukuta, Takayuki Kimura, John Matthews, John Williams, Boping Yuan, Yuyan Xue, Shigenori Wakabayashi
- Research trajectories on the interplay of L2 teachers' language aptitude and their students' L2 learning development Olivia Rützi-Joy
- Metalinguistic transfer in Slavic intercomprehension: the case of verbal aspect Jacopo Saturno, Valentina Nosedà
- Surprisal effects in L2 structural priming of English dative constructions Duygu F. Şafak, Holger Hopp
- Switching from a variable stress system to a fixed stress system: the case of L2 Hungarian Öner Özçelik abstract
- Synchronous written corrective feedback during technology-mediated collaborative writing: Feedback type, feedback frequency, modified output and question development Sanghee Kang, YouJin Kim, Dayoung Joo, Minkyung Kim
- The acquisition of gender in adolescent German learners of Spanish: Evidence from production and perception Clara Terlaak, Sarah Schimke, Johanna Wolf
- The construction of lexical networks in SLA: longitudinal data of word association and verbal fluency tasks in L1 and L2 of Syrian learners of French Barbara Köpke, Mireille Copin, Ines Saddour
- The distributed practice effect in L2 vocabulary learning: A close replication to look at long(er)-term retention Amanda Edmonds, Shona Whyte, Katerina Palasis, Emilie Gerbier
- The Impact of Exposure to Different English Accents on EFL Children's Word Perception Zhuohan Chen
- The interaction of linguistic and visual cues for the processing of Case in Russian by Russian-German bilinguals: An eye tracking study Serge Minor, Natalia Mitrofanova, Marit Westergaard
- The inter-relationship between word learning, native phonology and production practice through cross-situational statistics Sophie Bennett, João Dinis Fernandes, Susana Correia, Padraic Monaghan, Patrick Rebuschat
- The processing of passive sentences in German and French, L1 and L2: Evidence from an eye-tracking study with adults Cyrille Granget, Isabel Repiso, Pierre-Vincent Paubel, Martin Haiden, David Imbert
- The processing of the present perfect: An eye-tracking study with French-English and Polish-English bilinguals Anna Skatba, Guillaume Thierry
- The role of domain-general auditory processing in L2 speech Silvia Yang, Antje Stoehr, Clara Martin
- The role of musical aptitude in the L2 acquisition of tonal words: Evidence from cross-situational statistical learning Xia Wang, Yuxin Ge, Patrick Rebuschat, Padraic Monaghan
- Using structural priming to boost the production of a less preferred L2 syntactic structure Edwige Sijyeniyo, Sarah Schroyens, Rob Hartsuiker, Sarah Bernolet
- Variation in target language use by foreign language teachers: effects of online vs. offline language education Marco Bril, Mieke Cremers
- We Have Friend – Exploring Preference in Article Use in L1 Finnish Adult Learners of English and Swedish Lari-Valtteri Suhonen, Anders Agebjörn
- What factors hinder or favor intelligibility in English Second Language Pronunciation? A scoping review of 25 years of research Marie Garnier, Saandia Ali, Linda Terrier
- What has Automatic Speech Recognition to offer for the study of learners' corpora? Sarra El Ayari, Marzena Watorek
- What linguistic features distinguish and predict CSL writing quality? Yueming Du, Shue Sum Leung



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