

EuroSLA 29

THE 29TH CONFERENCE OF THE
EUROPEAN SECOND LANGUAGE ASSOCIATION

PROGRAMME

LUND, AUG. 28-31, 2019



LUND
UNIVERSITY

Index

EUROSLA 28 PROGRAMME OVERVIEW	4
Wednesday, August 28	5
Thursday, August 29	7
Friday, August 30	10
Saturday, August 31	13
GROUND PLANS LUX (conference venue)	15
MAP AND DIRECTIONS	18
PLACES TO EAT IN LUND	19
ADDITIONAL INFORMATION	20
LOCAL ORGANISING COMMITTEE	21
FUNDERS & EXHIBITORS	22

We are happy to announce this year's

EuroSLA Award Winners

EuroSLA Distinguished Scholar Award 2019

Marianne Gullberg /Lund university)

Student Stipends 2019

Hala Alghamdi, University of Oxford, UK

Marion Coumel, University of Warwick, UK

Judit Serra Fernández, Universitat de Barcelona, Spain

Su Kyung Kim, University of Western Ontario, Canada

Jeanne McGill, Indiana University in Bloomington, Indiana, USA

Angela Giovanna Patarroyo, Technische Universität Braunschweig Braunschweig, Germany

Duygu F. Safak, Institut für Anglistik und Amerikanistik Abteilung Sprachwissenschaft

Braunschweig, Germany

All information shown in this programme corresponds to the state at the time of online publication (19 August 2019).

For subsequent updates of the programme, please visit our website (www.eurosla2019.se) and/or download the EuroSLA 29 conference app via your appstore.

Programme overview

Time	Wed Aug. 28, 2019	Thu Aug. 29, 2019	Fri Aug. 30, 2019	Sat. Aug. 31, 2019
8:30 – 9:00	Registration	Registration	Registration	
9:00 – 9:15	Doctoral Workshops #1	Conference opening Plenary #1	Plenary #3	Parallel Sessions #7
9:30 – 9:45	Coffee Break	Coffee Break	Coffee Break	
10:00 – 10:15	Doctoral Workshops #2	Poster Session #1	Poster Session #2	Coffee Break
10:30 – 10:45	Coffee Break			Parallel Sessions #8
11:00 – 11:15	Doctoral Workshops #3	Parallel Sessions #1	Parallel Sessions #4	
11:30 – 11:45	Lunch	Lunch	Lunch	Break
12:00 – 12:15	Language Learning Roundtable	Parallel Sessions #2	Parallel Sessions #5	Plenary #4
12:30 – 12:45				Conference closing
13:00 – 13:15				
13:30 – 13:45				
14:00 – 14:15				
14:30 – 14:45				
15:00 – 15:15	Coffee Break	Coffee Break	Coffee Break	
15:30 – 15:45	Language Learning Roundtable	Parallel Sessions #3	Parallel Sessions #6	
16:00 – 16:15				
16:30 – 16:45		Break EuroSLA Distinguished Scholar Award		
17:00 – 17:15		Plenary #2		
17:30 – 17:45		EuroSLA Annual General Meeting Student Stipend Award		
18:00 – 18:15		Closed		
18:30 – 18:45				
19:00 – 19:15		Welcome Reception University Aula	Conference Dinner Skissernas museum	
19:30 – 19:45				
20:00 – 20:15				

Wed Aug. 28, 2019

Time	Registration	Doctoral Workshops
8:30 – 9:00	Registration	
9:00 – 9:30		Session 2 Room B237 Jennie Nicolai Do words matter? How lexical input can influence syntax in L3 Swedish Discussant: Natalia Mitrofanova Anika Lloyd-Smith perceived accent in early bilinguals speaking L3 English: What drives transfer from the heritage language? Discussant: Raquel Llana Session 3 Room B339 Andreas Bengtsson Language learning and usage outside of the classroom: A longitudinal investigation of the connection between extramural activities and proficiency Discussant: Carmen Muñoz Session 4 Room B251 Alexandra Schurz From classroom to home: Blurred borders between these learning environments and the impact on implicit and explicit grammatical knowledge Discussant: Aline Godfroid Mara van der Ploeg Implicit and explicit language learning in seniors: a new methodology and some preliminary findings Discussant: Sible Andringa
9:30 – 10:00		Session 1 Room B240 Carlos Andres Rizo Castillo Variability and complexification in L2 writing development: A longitudinal case study Discussant: Marjolijn Verspoor Clara Palm Discourses of second language writing within the Swedish adult education Discussant: Gisela Häkansson Nathan Vanderveerd Phrasological complexity in oral and written L2 French Discussant: Jonas Granfeldt Marcus Warnby Exploring the Swedish and English passive academic vocabulary of upper secondary students Discussant: Norbert Schmitt
10:00 – 10:15		Coffee Break
10:15 – 10:45		Francisco Vallerassa Tense-aspect development among Swedish learners of Italian L3 Discussant: Anita Thomas Kira Leskinen Adult L2 Finnish learners' socialization into academic language and literacy practices Discussant: Marie Kallkvist Matthew Pattemore Elaborative feedback in L2 reading games Discussant: Jan Hulstijn Judit Szera* The development of reading skills in a second language through gamification: the role of adaptivity Discussant: Henrik Gyllstad
10:45 – 11:15		Valeria Galimberti, Joan C. Mora, Roger Glabert L2 pronunciation learning with enhanced input from TV series: An eye-tracking study Discussant: Kristin Kersten Kyra Hanekamp, Sible Andringa, Bosje Verhagen, Folkert Kuiken Teachers' interactional strategies in early foreign language learning Discussant: Kristin Kersten Valeria Galimberti, Joan C. Mora, Roger Glabert L2 pronunciation learning with enhanced input from TV series: An eye-tracking study Discussant: Aline Godfroid Angela Patarroyo* , Holger Hopp L2 predictive processing of reference resolution in noisy conditions Discussant: Thana Kraß
11:15 – 11:30		Coffee Break
11:30 – 12:00		Lunch
12:00 – 12:30		

Language Learning Roundtable SLA and Migration: Implications for Theory and Practice - Room Aula	
13.30-17.45	Marianne Gullberg & Jonas Granfeldt: Introduction
13.30 - 13.40	Film: Migration and SLA- Real life stories
13.40 - 13.50	Martha Young-Scholten Non-literate adults' L2 competence
14.15 - 14.40	Sandra Benazzo The Basic Variety: Is it a stage limited/related to a specific learner population?
14.40 - 15.15	Lourdes Ortega Discussion
15.15 - 15.45	Coffee Break
15.45 - 15.55	Marie Källkvist Introduction
15.55 - 16.20	Natalia Ganuza The impact of heritage language instruction on students' language and literacy development: The Swedish case
16.20 - 16.45	Martha Bigelow "Time is like a sword, if you don't cut it, it will cut you": Learning in English in a Djiboutian refugee camp for an uncertain English speaking future
16.45 - 17.10	Jasone Cenoz Translanguaging and SLA: minority and heritage languages
17.10 - 17.45	Kenneth Hyttenstam Discussion

Time

Thu Aug. 29, 2019

8.30 -9.00	Registration
9.00-9.15	Conference Opening Room Aula - Lund University Deputy Vice-Chancellor Sylvia Schwaaig-Serger
9.15-10.15	Plenary#1 Room Aula
	Krister Schönström – Sign Languages and Second Language Acquisition Research
	Coffee Break and Poster Session
10.15-11.45	Poster Session #1 (Posters 1.1-1.20)
1.1.	Sandra Isabella Parhammer, Barbara Hinger, Sonja Rossi Selective attention and its role in auditory foreign language processing: An EEG study
1.2	Handan Lu Exploring print and screen reading differences for L1- and L2- English speaking university students
1.3.	Siyang Zhou "You just picked it up": The influence of informal language contact on the phrasal verb knowledge of international students in the UK
1.4	Carles Fuster Lexical transfer as a strategy in multilingual school learners of Spanish
1.5	Jingyi Zhang, Katsuo Tamaoka, Yuka Katsukawa Mandarin Chinese tonal perception and production by native Japanese speakers
1.6	Sabine Gosselke Bertheisen, Merle Horne, Yury Shiyrov Mikael Roll Beginner second language learners' processing of non-native, morphosyntactic tone
1.7	Lars Bokander Predictive validity of the LLAMA language aptitude tests in a group of mixed L1 beginner learners of Swedish
1.8	Chloe Marshall, Thomas Spargo, Marianne Gullberg SLA in the visual modality: Can non-signers learn the meaning of signs at first exposure?
1.9	Emiko Kaneko, Rie Kozumi, Ai Hirai Development of sequenced parallel picture prompts in oral narrative tasks
1.10	Dion Olingwall, Jon Denton Investigating whether vocabulary knowledge profiles can predict vocabulary use
	Alexandra Kroiss, Florian Goller, Jeong-Ah Shim, Ulrich Ansgar, Soojin Choi see what I speak: Event conceptualization in German and Korean L1 and L2 speakers
	Sarka Šimáčková, Václav Jonáš Pojlipský Discriminating variable stress patterns in L2: Influence of the native language and L2 vocabulary size
	Miho Mano, Yuka Yoshinari, Kyoko Eguchi, Yo Matsumoto Difficulty acquiring Medial Path expressions for L2 learners: An experimental study on motion events with various paths
	Mikoto Tanimura, Koichiro Nakamoto, Etsuko Yoshida How analogy and metaphor are used in interaction: Comparing visible and nonvisible conditions of learners' task-based corpus
	Nicole Busby Acquiring L2 English vocabulary – are hobbies getting students through university?
	Sharanah Rahbari, Eliane Lorenz, Peter Steimard Lexical diversity and lexical transfer in a longitudinal English learner corpus
	Ayako Hirano, Hirokazu Yokokawa Effects of experience-based learning on Japanese L2 learners' relative clause processing: Evidence from self-paced reading
	Naoko Hosoda The effect of task repetition on writing fluency
	Kazumori Suzuki, Yohiro Hirokawa Intervention effects in relative clause production: An L2 English study

Parallel Sessions #1		Parallel Sessions #2	
Session 1A Room C121	Session 1B Room B240	Session 1C Room B237	Session 1D Room C126
11.45-12.45	Andreas Traztle, Tanja Kupisch German particles in second language acquisition: A fresh look at the syntax-discourse interface	Marianne Starren, Christine Dimroth The (almost native) acquisition of discourse coherence in L2 English/French by Dutch and German learners	Vivienne Rogers, Paul Meara Making a LUAMA into an ALPACAA: A revised attempt at assessing aptitude
12.15-12.45	Joana Teixeira Gradient optionality at the syntax-discourse interface: The case of subject-verb inversion in advanced and near-native English	Arnaud Arslanagic How to introduce a new protagonist in L2 Chinese narratives?	Giulia Sulis, Jengfer Philip Exploring the connections between classroom environment and engagement in the Foreign Language classroom
Lunch			
12.45-13.45	Camille Meritan Impact of self-reflection and integrated pronunciation teaching on the intelligibility of novice learners of French: A longitudinal focus on liaisons	Dieter Thoma Why L2 words trigger weaker emotional reactions – and what you can do about it: The interplay of L2 processing, cognitive load and emotion regulation	Raquel Serrano, Ana Pellicer-Sánchez The development of verbal modality in English L2 in a study abroad context: a longitudinal study
13.45-15.15	Bert Vandenberghe, Maribel Montero Perez, Bert Reynvoet, Piet Deemet The effects of word-focused and meaning-oriented L2 vocabulary instruction as measured by near-orthographic indices	Ana Jiménez Tirado, Wander M. Lowie Son of a bitch or hijo de puta? Receptors emotional force of swearing by L2 and L1 users	Pascale Leclercq, Amanda Edmonds The development of verbal modality in English L2 in a study abroad context: a longitudinal study
14.15-14.45	Zakaria Lemmouch, Per Siroder Vocabulary learning through television: A study of the receptive vocabulary size of Swedish adolescent EFL learners	Mariëtte Hoetjes, Lieve van Maastrecht, Lisette van der Heijden Multimodal training can facilitate L2 phoneme acquisition	Aldo Cardoso, Inês Duarte, Ana Lúcia Santos Feature reassembly and L1 pre-emption: effects on the acquisition of the Prepositional Infinitival Construction
14.45-15.15	Sirkku Lesonen, Rasmus Steinkraus, Minna Suni, Marjolijn Verspaor Lexically specific versus productive constructions in L2 Finnish learners	Pernelle Lorette How does he feel? The relationship between status of language, proficiency and emotion perception in Mandarin	Mathieu Lecouvet, Liesbeth Degand, Ferran Suner Uncovering the Bottleneck: The interplay between morphological proficiency and sensitivity to discourse-to-syntax mappings
15.15-15.45	Coffee Break		

Parallel Sessions #3		Parallel Sessions #4	
Session 3A Room C121	Session 3B Room B240	Session 3C Room B237	Session 3D Room C126
15.45-16.45	Kristin Kersten, Ann-Christin Bruhn The effect of L2 input and cognitively stimulating tasks on Second Language Acquisition	Oliver Niebuhr, Nathalie Schimchen, Maria Alm, Kerstin Fischer Developing a visualization strategy for teaching intonation	Sonia López-Serrano, Ariadna Sánchez-Hernández L2 writing development during study abroad: An analysis of functional adequacy, self-efficacy and writing experiences
16.15-16.45	Elisabet Pladevall-Ballester, Alexandra Vraciu A Longitudinal study of peer interaction in primary school EFL: how do patterns of L1 use interact with task type and proficiency?	James Turner Analysing the L2 perception-production relationship longitudinally: Evidence from native English university students' high rounded French vowels	Alberto J. Sánchez, Roger Gilbert Task repetition across modalities as mediated by written corrective feedback and learner proficiency
16.45-17.00	Break		
17.00-17.15	EuroSLA Distinguished Scholar Award Room Aula		
17.15-18:15	Plenary#2 Room Aula		
19.00-	Welcome Reception, University Main Aula		

* recipient of EuroSLA student stipend

8.30-9.00
9.00-10.00

Registration

Plenary#3 Room Aula

Lourdes Ortega – Orchestrating Second Language Learning in Classrooms: Nudging for a Sea-Change

Coffee Break and Poster Session

10.00-11.30
10.15-11.30

Poster Session B2 (Posters 2.1-2.20)

2.1	Mahsa Morid, Laura Sabourin The role of multiple linguistic constraints on L1 and L2 idiom processing	2.11	Susan Sayehli, Rakef Österberg, Jonas Granfeldt Attitudinal and motivational profiles of Second Foreign Language Learners in multilingual contexts
2.2	Jon Clenton, Gavin Brooks Investigating EAL learner performance influences: The importance of vocabulary for reading comprehension	2.12	Barbara Hinger, Astrid Daucher Replicating instructed-second-language-acquisition- research: Can alterations in grammar instruction enhance acquisition? The case of Spanish TAM
2.3	Yukari Itohe, Kohji Miki Representation and processing of formulaic expressions in L2 mental lexicon: How do EFL learners process aurally presented multilexical verbs?	2.13	Canadie Mathers The role of language structure and bilingual status on the cross-linguistic transfer of phonemic awareness skills in young bilingual children
2.4	Hyun Kyung Miki Bong Differential difficulty in the L2A of English phrasal verbs	2.14	Sara Feijoo, Roger Gilabert Digital game-based learning for the development of L2 reading skills: The need of effective feedback
2.5	Momo Mikawa, Niyu De Jong Neutrality of the LLAMA test explored; the case of agglutinative languages	2.15	Annika Andersson, Frida Blomberg, Marianne Gullberg Crosslinguistic influence in the processing of L2 verb semantics? An auditory ERP study
2.6	Othied Al-Anibli, Sam Hellmuth Why are English clusters easy and difficult simultaneously for Arabic speakers?	2.16	Frida Splendido The development of parallel phonemic inventories in early sequential bilinguals – Comparisons with Voice Onset Time and French liaison
2.7	Mariko Suzuki Short-term content-based instruction in secondary education in Japan: Students' perception and their writing skills	2.17	Alaa Al-Maani, Nino Grillo, Heather Marsden Abstract syntactic representation in a second language: An investigation of processing wh-movement by Jordanian-Arabic speakers of English
2.8	Teresa Kieseler Bilingual advantage in early foreign language pronunciation accuracy in German 4th-graders?	2.18	Daniel Ortus Salerno, Valgari de Paula, John N. Williams The interaction of text animation screens and implicit training in the acquisition of the 'do-support' in English
2.9	Peta Baxter, Harold Bekkering, Lukas Ansteeg, Ton Dijkstra, Mienke Droop, Randi Goertz, Marianne van den Hurk, Frank Leona Contrasting similar words in multiple-choice as a learning tool for second language vocabulary acquisition	2.19	Xiaohui Chen, Dara Alexopoulos, Ianthi Tsimpli L1 effects on the development of L2 subordination
2.10	Junko Yamashita, Kazunori Suzuki Overuse of "no" in L2 Japanese: A complementizer analysis		

11.30-12.30

Parallel Sessions #4

Session 4A Room C121	Session 4B Room B240	Session 4C Room B237	Session 4D Room C126	Session 4E Room B339	Session 4F Room B251
Halger Hopp, Dieter Thoma, Jenny Jokisch, Teresa Kieseler, Sarah Sturm, Carmen Becker Assessing multilingual approaches to early foreign language teaching: A longitudinal study	Gudrun Swanson Teachers' conceptions of possibilities and challenges with translanguaging pedagogy over the course of four years	Marit Westergaard, Natalia Mitrofanova, Yulia Rodina, Roumyana Slabakova Full transfer in L2 and L3 acquisition: Wholesale or property-by-property?	Vera Heyer The orthography-morphology interface: Are L2ers aware of morphographic regularities in the spelling of novel words?	Nicholas Henriksen, Lorenzo Garcia-Arroya, Anafies Coetzee, Daan Wissing Phonological effects of long-term language contact: Obstruent lenition in Patagonian Spanish and Afrikaans	Darrell Wilkinson Analysis of the suitability of pop music for incidental EFL vocabulary learning
Josefin Lindgren, Ute Bohmacker, Buket Öztekin Comprehending stories in early L2 Swedish: a study of Swedish-Turkish children aged 4-7	Nicole Marx, Christian Gill Migrant students' reading in their first two years of mainstream education	Yi Wang Cognitive restructuring in the multilingual mind: the role of long-term L2 and short-term L3 exposure in expressing and conceptualizing caused motion	Pierre Laray, Cecilia Gunnarsson-Laray The effect of emotion on spelling performance in L2 French	Toshinori Yasuda, Shungo Suzuki, Keiko Hanzawa Predictive power of a language test and personality traits on L2 speech productivity, complexity, accuracy, and fluency	Clinton Hendry, June Ruivivar MOOCs as environments for incidental vocabulary learning

Lunch

Parallel Sessions #5

Session 5A Room C121	Session 5B Room B240	Session 5C Room B237	Session 5D Room C126	Session 5E Room B339	Session 5F Room B251
Ewa Koch, Aline Goffroid, Alex Hausen Using morphosyntactic information in predictive L2 sentence processing: Insights from a visual-world eye-tracking study of German verb morphology	Laura Collins, Ioanna White, June Ruivivar Self-repair versus collaborative dialogue in language related episodes: Young learners helping each other and helping themselves	Ilaria Barro Unobtrusive input enhancement and incidental learning of multi-word units. A study with Chinese learners of Italian L2	Raquel Liama, Carlos Fuster, Camilla Bardel Accounting for the selection of a source language and function words in L3 oral production: Does intentionality play a role?	Terpi Danavassii, Eleni Agathopoulos The learnability of uninterpretable features in adult L2 Greek: Developmental and L1 effects	XiaoJun Lu Writing in a non-alphabetic language via keyboard: An empirical study on online revision behaviours in Chinese L1 and L2
Mirina Özturhan, Nazik Edmonds, Thomas Metzger English reflexives by Turkish speakers: An eye-tracking study	Aarnes Gudmestad, Amanda Edmonds, Thomas Metzger Moving beyond the native-speaker bias: New considerations in the analysis of grammatical gender marking in additional-language Spanish	Akifumi Yanagisawa, Stuart Webb To what extent does Involvement Load Hypothesis predict vocabulary learning? A meta-analysis	Madine Kolb, Natalia Westergaard Transfer of morpho-syntactic properties in third language acquisition: An empirical study on German-Russian bilinguals acquiring L3 English	Ana Madeira, Alexandra Fiéis Long-distance binding in L2 Portuguese	Laurence Beaujard Emergent literacy in L2 with sign language - writing strategies in written French for 5-year-old deaf signers
Duygu Şifakı*, Halger Hopp The (non)interaction of lexical and discourse information in L2 sentence processing	Cristina Pierantozzi, Gloria Cocchi Long-distance gender agreement in mixed Italian/English compound clauses	Ferran Gasa Vidal Examining the efficacy of captioned video viewing for vocabulary learning and content comprehension: Evidence from university and high-school learners	Raunyana Slabakova, Merete Andersson, Isabel Jensen, Natalia Mitrofanova, Yulia Rodina, Marit Westergaard L1 transfer in early L2 acquisition across linguistic modules and object raising	Eva Fernández-Berkes, Suzanne Flynn Complementation patterns in the acquisition of English by native German speakers: Subject control, object control and object raising	Folkert Kuiken, Ineke Veldler Measurement of functional adequacy in different learning contexts: Rationale, key-issues and future perspectives

Coffee Break

15.15-15.45

Parallel Sessions #6		Parallel Sessions #6		Parallel Sessions #6	
Session 6A Room C121	Session 6B Room B240	Session 6C Room B237	Session 6D Room C126	Session 6E Room B339	Session 6F Room B251
15.45-17.15 15.45-16.15 16.15-16.45	Hilal Sarin Demirler, Nazik Dincogal Deniz Linear and syntactic distance in processing S-V agreement in the L2 Sarina Langer, Greg Poarch Processing of English-German translation ambiguity: Evidence from primed translation recognition	Elvenna Mujalidin, Anna Syanova-Chanturia, Frank Boers The effects of repetition and typographic enhancement in incidental and intentional acquisition of multiword expressions from audio-visual input Maria del Mar Suárez Vilagran, Ferran Gesa Vidal Vocabulary learning through subtitled video viewing as mediated by language aptitude: The case of EFL beginner learners at Primary school	Laura Sánchez What else constrains the occurrence of lexical transfer in L3 acquisition? Exploring task complexity Kristen Schönström, Johanna Mesch Cross-linguistic influences across modalities – the role of L1 spoken language on L2 sign language acquisition Japanese	Pedro Gujjarro Fuentes, Tim Diabulick The acquisition of residual object drop in L2 Spanish by German speakers	Monika Ekiert, Andreea Révész, Elvina Torgersen, Emily Moss The role of pausing in L2 oral task performance: Towards a complete construct of functional adequacy Kristof Batzen, Carola Ströbl On the relationship between functional adequacy and complexity: accuracy and fluency in German L2 writing
16.45-17.15 17.30-18.30 19.00-	Sarah Schimke, Jens Bölte, Joachim Groß, Daniel Klüger, Pia Sophie Meyer, Laura Quante, Anne Strackeljan, Alissa Thelen, Nela Wesche, Plénie Zwitserlood, Ricarda Schubatz Anticipation of turn-taking in native and non-native speakers: Evidence from eyetracking	Ruolin Hu, Danijela Trankic The ELTS-preparation industry and repeat testing: what are the effects on score gains and the development of English proficiency? Tania Kupisch, Natalia Mitrofanova, Marit Westergaard The role of formal and semantic gender cues in the acquisition of German as an early L2 by L1 Russian children	Heather Goad, Natalia Brambatti Gizzo, Lydia White Crosslinguistic variation in relative clause attachment: a prosodic perspective	Lilang Xu, Boping Yuan Covert subjects and objects resulting from TP ellipsis in English speakers' L2 Chinese: Evidence of the declarative/procedural model	Gabriele Pallotti Holistic and analytic assessment of functional adequacy
Break					
EuroSLo General Assembly, Student Stipend Award Room Aula Conference, Dinner <i>Skissernas Museum</i>					
* recipient of EuroSLo student stipend					

Lims

Sat Aug. 31, 2019

Parallel Sessions #7		Parallel Sessions #7		Parallel Sessions #7	
Session 7A Room C121	Session 7B Room B240	Session 7C Room B237	Session 7D Room C126	Session 7E Room B339	Session 7F Room B251
9.00 -10.30 9.00-9.30 9.30-10.00 10.00-10.30	Jean-Marc Dewaele Is Foreign language enjoyment more fleeting than Foreign language classroom anxiety? An investigation into dynamic learner classroom emotions Alastair Henry Thriving or Surviving? Motivation, migration and dark side of L2 perseverance Heath Rose, Jim McKinley, Gene Thompson The predictors of success in English taught programmes: the interplay between proficiency, motivation, academic skills, and self-efficacy on outcomes	Kaisuo Tamaoka, Lu Li, Jingyi Zhang, Michael Mansbridge When Japanese learners of English know the grammar but are not sensitive to grammaticality Gülümser Efeoglu Ayşe Gürel Tracing L1 effects on L2 acquisition of inflectional morphology Annekatriin Kaipapala, Scott Jarvis Unconscious perceiving of cross-linguistic similarity in inflectional morphology	Jan Vanhove Estimates of nativeness among L2 speakers can't be interpreted: The problem and two solutions Memet Aktürk Drake The impact of the integration context on ultimate attainment in a second language Kamil Dlugosz Verb placement in German as a heritage language in Poland: Comparing simultaneous with sequential bilingual heritage speakers	Ute Bohmacker, Rima Haddad, Josefin Lindgren, Linnea Öberg, Buket Öztekin Expressive and receptive vocabulary in L2 Swedish of bilingual Swedish-Turkish and Swedish-Arabic preschoolers compared to Swedish monolinguals Anna Treibks, Kristin Kersten Bilingual education trumps socioeconomic status: L1 and L2 development in primary school learners of English as a foreign language Anna Treibks, Kristin Kersten Bilingual education trumps socioeconomic status: L1 and L2 development in primary school learners of English as a foreign language Fernando Martín-Villena & Cristóbal Lozano Intrinsic factors constraining the use of subject referential expressions in L1 English-L2 Spanish: a corpus-based study of topic continuity contexts - till 7F	Lena Granstedt, Julia Prentice, Lisa Rudebeck, Gunlög Sundberg Annotating Swedish Learner Language: Insights from designing and implementing the SwELL correction taxonomy Tali Bitan Consolidation processes in adults and children learning morphological inflections in a novel language Fernando Martín-Villena & Cristóbal Lozano Intrinsic factors constraining the use of subject referential expressions in L1 English-L2 Spanish: a corpus-based study of topic continuity contexts - till 7F
10.30-11.00 11.00-12.00	Raphael Berthale Multilingual boost vs. cognitive abilities: Testing two theories of multilingual language learning in a primary school context Maki Kubota Clarifying the influence of bilingualism on executive control development	Emmanuel Bylund, Minali Parshatani, Panos Athanasopoulos L2 experience influences semantic memory but not mapping of L1 colour terms Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	Diana Pili-Moss, Katherine Brill-Schuetz, Mandy Farretta-Sturteberg, Kara Morgan-Short Contributions of declarative and procedural memory to accuracy and automatization during L2 practice Frank Boers Meta-analytic reviews: A call for more cautious sampling	Julia Danyalova Sociocognitive salience and L2 acquisition of structured variation: Evidence from quotative be like Jane Ruivivar Sociolinguistic competence and vernacular speech: The case of near-native Québec French	Pauliina Peltonen, Pekko Lintunen Short-term development of L2 fluency in formal instruction: A mixed methods study Lorenzo Garcia-Amaya The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program
Coffee Break					
Parallel Sessions #8					
Session 8A Room C121		Session 8B Room B240		Session 8C Room B237	
11.00-11.30 11.30-12.00	Chie Ogawa, Michael Holsworth, Moyoami Asaba, Paul Marlowe Assessing oral performances in a monologue speaking task Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	Chie Ogawa, Michael Holsworth, Moyoami Asaba, Paul Marlowe Assessing oral performances in a monologue speaking task Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	Chie Ogawa, Michael Holsworth, Moyoami Asaba, Paul Marlowe Assessing oral performances in a monologue speaking task Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	Chie Ogawa, Michael Holsworth, Moyoami Asaba, Paul Marlowe Assessing oral performances in a monologue speaking task Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task	Chie Ogawa, Michael Holsworth, Moyoami Asaba, Paul Marlowe Assessing oral performances in a monologue speaking task Kent Williams Developing and piloting a scale to assess second language speech fluency on a paired-interactive task
Break					
Minna Lehtonen – Cognitive and Neural Effects of Bilingualism Conference, Closing Room Aula					



LUX, Conference venue, main entrance



LUX, Conference venue, entrance hall

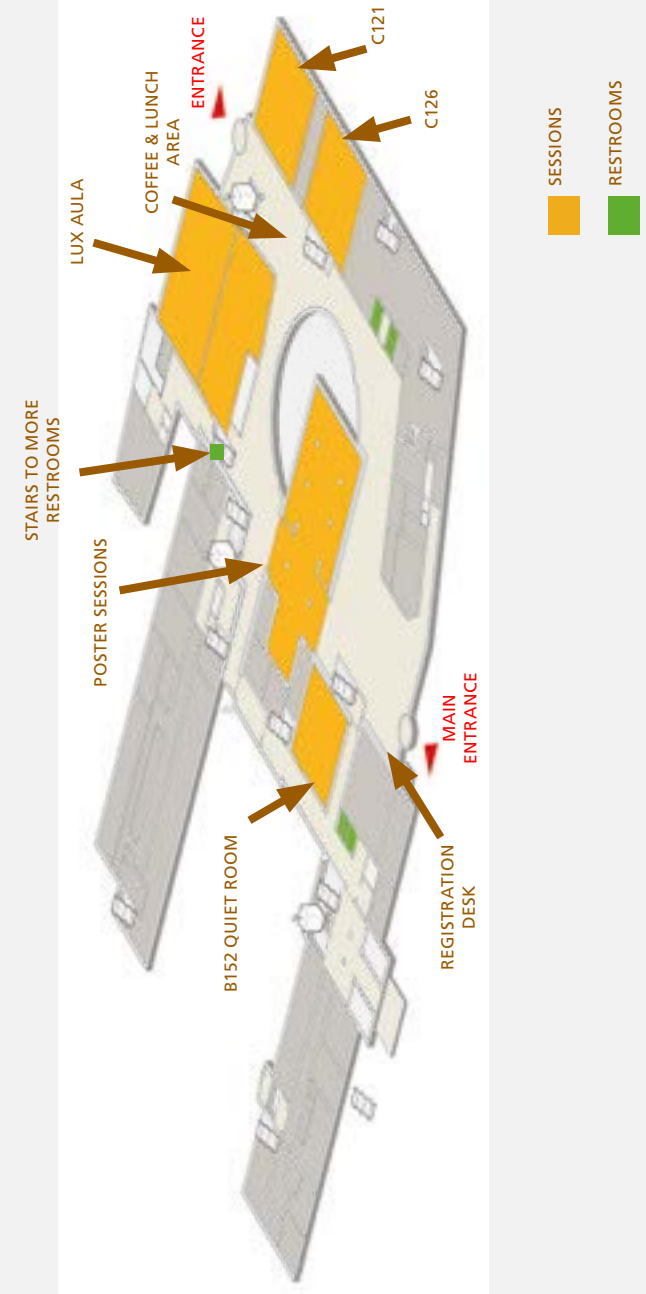


Lund University main building

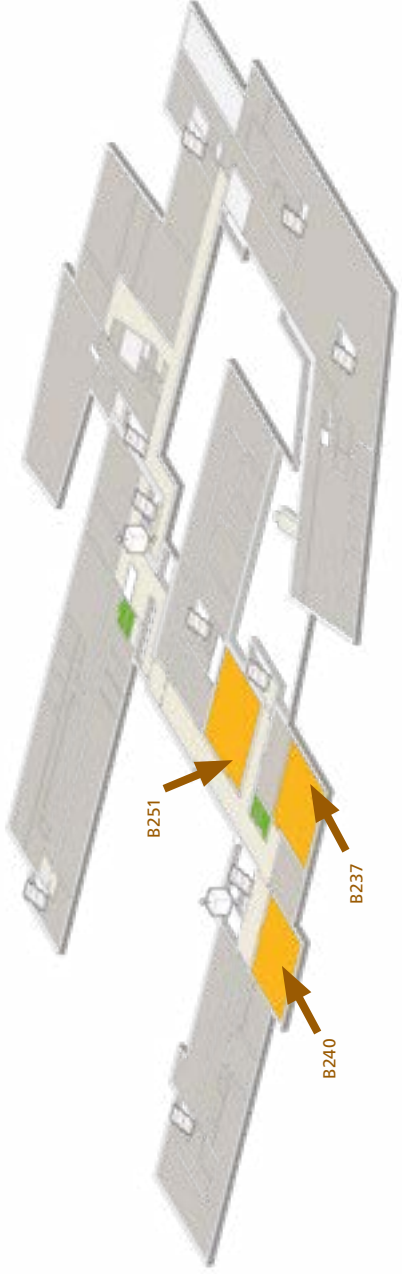


Skissernas museum

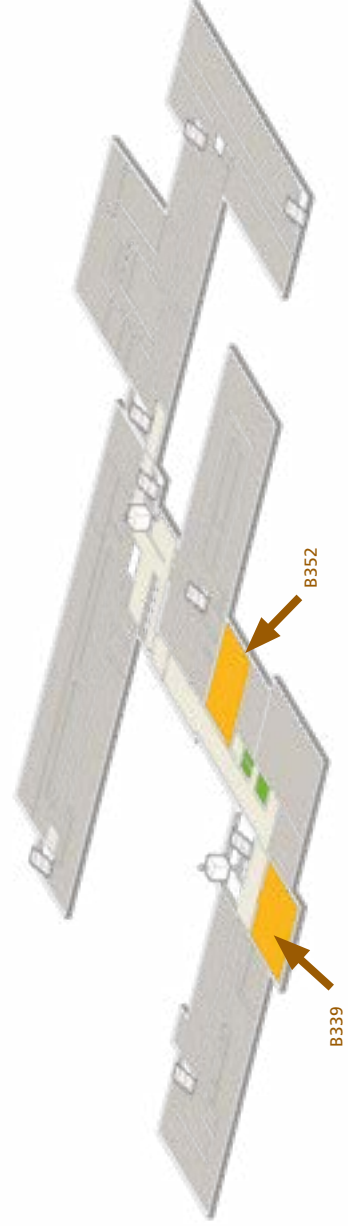
LUX GROUND FLOOR



LUX FIRST FLOOR

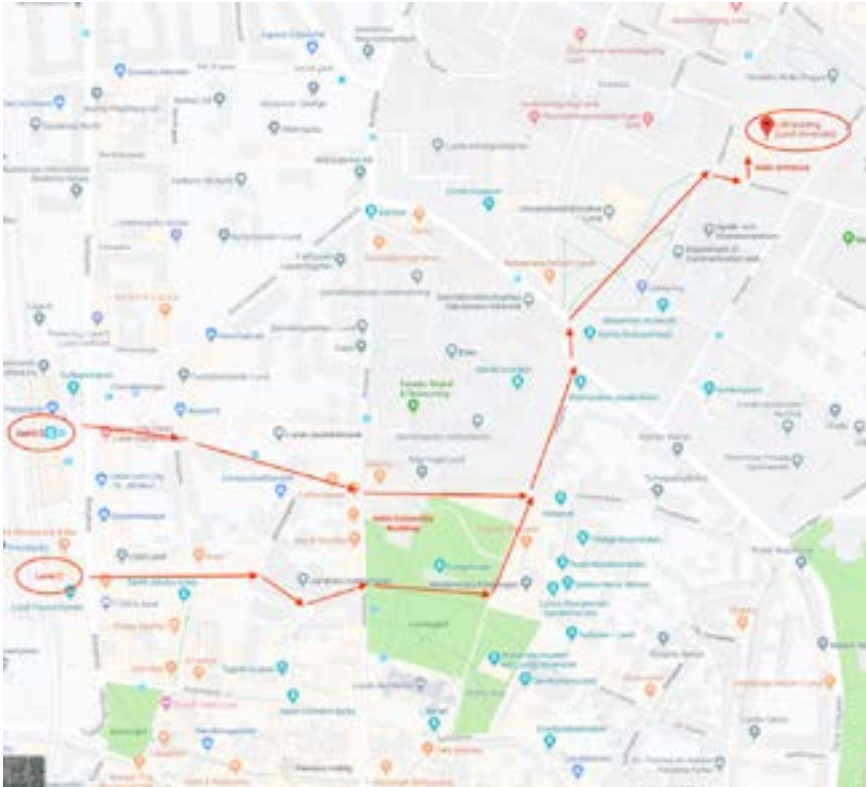


LUX SECOND FLOOR



Map and directions

Routes from Lund train station (Lund C) to the conference venue (LUX). Note that Lund C has two exits, and the map indicates two alternative routes to LUX depending on your chosen exit.



PLACES TO EAT IN LUND

Lund city centre hosts a number of restaurants, some of which are listed below. Almost all restaurants have a vegetarian/vegan option. There are also a number of pubs that serve food (not listed below). And [Lund market hall](#) has a wide range of restaurants and is worth a visit!

Lower and mid-range prices

[Ao Thai](#) (Kiliansgatan 17): Thai food

[Ihsiri](#) (Bytaregatan 14): Thai (table reservation needed)

[Mui Gong](#) (Kyrkogatan 21): Chinese (buffet lunch and à la carte)

[Italia](#) (Stora Fiskargatan 6): pizza, pasta and other Italian-style dishes

[Stäket](#) (Stora Södergatan 6) Italian

[Vespa](#) (Karl XI-gatan 1): pizza, pasta and other Italian-style dishes

[VED](#) (Mårtenstorget 3): pizza and other Italian-style dishes (payment by card only, table reservation needed)

[Valvet](#) (Allhelgona kyrkogata 7): Mediterranean-style buffet lunch, and à la carte for evenings

[Mediterranean](#) (Grönegatan 2): mainly Greek dishes

[Mezaya](#) (Kyrkogatan 21): Lebanese buffet lunch

[Tugg](#) (Klostergatan 9) Burgers

[Surf shack](#) (Botulfsgatan) Burgers

[Stortorget](#) (Stortorget 1) Bar and restaurant

[M.E.A.T](#) (Kattesund 8) Meat dishes

Fine dining

[Malmstens fisk & kök](#) (Saluhallen, Mårtenstorget)

[The Grand Hotel](#) (Bantorget 1)

[Mat och Destillat](#) (Kyrkogatan 17)

[På Skissernas](#) (Finngatan 2)

[Klostergatan](#) (Klostergatan 3) French and Swedish cuisine

ADDITIONAL INFORMATION

A quiet room can be found on the first floor, B152 (also on map).

WI-FI: How to connect to LU Guest network

1. Choose LU Guest amongst your available networks on your device and connect to it.
2. Start a web browser on your device.
3. You should get to a webpage that asks for registration by e-mail or SMS. If you don't get to the webpage automatically, just try to surf to a random page and it will direct you to it.
4. Choose to register through e-mail or SMS.
5. Type in your name and your e-mail address or your phone number. Accept the terms of use and click on "Register".
6. Type in the code you'll receive on your e-mail or SMS depending on which option you chose before, and click on "Log in".

Now you are connected!

Getting around

Lund is a small town and you can easily reach all locations on foot. You can walk from the Central Station to the conference venue at the University (LUX building at Sölvegatan) in 10 minutes.

Transport by bus

If you arrive at the Central station from Copenhagen Airport or Malmö, you can also take **bus no 1** from the bus stop close to the station (Clemenstorget, direction Östra Torn) and get off at the bus stop Sölvegatan, 100 meter from the conference venue.

- The easiest way to buy the bus ticket is to download Skånetrafiken's App (available in all possible languages). See more information at <https://www.skanetrafiken.se/om-oss/ladda-ner-appen/>. You can download the app from Appstore (Iphone) or Google Play (Android)
- You can also buy your ticket in the machines at the Central Station or pay with your credit card on the bus.
- You can also collect a pre-paid bus ticket at the reception desk.

If you stay at a hotel in the city center, you can walk to the conference venue, past the Cathedral and the park Lundagård, with the main University building, up to the Centre for Languages and Literature and the LUX-building where the conference takes place. It is a ten-minute walk. You can also take **bus no 1** (direction Östra Torn) from Botulfsplatsen to the bus stop at Sölvegatan.

Transport by Taxi (taxi stops at Helgonavägen 3)

Taxi Lund +46 46 12 12 12

Taxi Skåne +46 40 330 330

Transport by bike

As will quickly become apparent when you walk around in Lund, the main means of transport is by bike. You can rent a bike at Lundahoj, which have several bike stations across town. You will find them at the Central Station, Stortorget (main square), Mårtenstorget, Bantorget, the University library (UB1), etc. You can use your credit card. For more information, see <http://lundahoj.se/en/>.

Local organising committee

Marianne Gullberg, chair

Jonas Granfeldt, vice-chair

Marie Källkvist

Henrik Gyllstad

Tina Gunnarsson

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