

EUROSLA 24

24TH Annual Conference of the European Second Language Association

University of York, United Kingdom, 3rd – 6th September 2014

PROGRAMME

Wednesday, 3rd September 2014

8.30-18.00	REGISTRATION	
	Doctoral Workshops	
	Room RCH 248	Room RCH 250
9.00-9.30	Bicsar. Elusive, intensive and context sensitive: Emotions in L2-communication. Implications of a pilot study.	Fay. Teaching English Intonation in German Secondary Schools.
Discussant:	Dewaele.	Järvikivi.
9.30-10.00	Günther-van der Meij. Third Language Development in Fluent and Non-Fluent Bilingual Young Adolescents.	Simoens. The Effects of L2 Instruction on the Noticing, Processing and Learning of L2 Difficulty.
Discussant:	Sharwood Smith.	Roberts.
10.00-10.30	Son. Acquiring English as a second language: a comparison of learning and teaching English in Swedish and Vietnamese primary schools.	Barberio. Multiliteracy: The interrelation between textual competences in L1 and L2 and extra-linguistic factors.
Discussant:	E. Marsden.	Pallotti.
10.30-11.00	Coffee Break	

	Room RCH 248	Room RCH 250
11.00-11.30	Curcic. PhD project: The interplay between learner, language, and input characteristics in second language acquisition.	Men. Vocabulary increase and Collocation Acquisition: A Corpus-based Cross-sectional Study of Chinese EFL Learners.
Discussant:	Unsworth.	Laufer.
11.30-12.00	Vasylyeva. The Role of Grammatical Aspect in the Acquisition of Narrative Competence by Russian-German Bilinguals.	Sedláčková. Reading in L2: deaf learners of English as a Foreign Language.
Discussant:	Ewert.	Cook.
12.00-12.30	Qian. Foreign language competence and identity changes of Chinese international students in Germany: a pilot Study.	Tighilet. An analysis of oral strategy use of learners' with different willingness to communicate levels in EFL classes.
Discussant:	Mitchell.	Osterhout.
12.30-13.30	Lunch	
	<p>Language Learning ROUNDTABLE: Language learning theory and practice – bridging the gap.</p> <p>Convener: Leah Roberts (York) Discussant: Rosamond Mitchell (Southampton) Room: RCH 037</p>	
13.30-14.15	Laura Collins (Concordia). Enhancing the contributions of classrooms to language learning: insights from corpora analyses of instructional input and learner output.	
14.15-15.00	Emma Marsden (York). How can research into 'how learners process the input' inform (or not inform) foreign language teaching?	
15.00-15.30	Coffee Break	
15.30-16.15	Lee Osterhout (Washington). What the brain's electrical activity can tell us about how we learn (and forget) in a second language classroom.	
16.15-17.00	Gabriele Pallotti (Modena & Reggio Emilia). Applying interlanguage research to teaching contexts.	
17.00-17.30	Open discussion	
17.30-18.30	Welcome drinks RCH Atrium	

Thursday, 4th September 2014

8.30-18.00	REGISTRATION					
9.00-9.30	Conference opening Professor Deborah Smith: Pro-Vice Chancellor for Research, University of York Room: RCH 037					
9.30-10.30	PLENARY Natasha Tokowicz (Pittsburgh): Translation Ambiguity in Language Learning, Processing, and Representation Chair: Leah Roberts Room: RCH 037					
10.30-11.00	Morning Break					
	PARALLEL SESSIONS					
	Room RCH 037	Room RCH 204	Room RCH 248	Room RCH 250	Room RCH 103	Room RCH 017
Chair	Christos Pliatsikas	Becky Taylor	Clare Wright	Andrea Révész	Gabriele Pallotti	TBC
Key word (s)	Bilingualism & age	Phonology	Residence abroad, CAF	Lexicon & instruction	Usage-based	Working memory & cross-linguistic influence
11.00-11.30	Lahman & Steinkrauss. Age & Experiential effects on complexity, accuracy, & fluency (CAF) in L2-dominant speaker's spontaneous speech.	Llanes et al. Differential effects of SA and intensive AH courses on teenagers' L2 pronunciation.	Bartning et al. Complexity at phrasal level in native and non-native spoken French.	Montero Perez et al. Incidental and intentional vocabulary learning through video with glossed captions.		Prior et al. L2 proficiency and executive functions predict individual differences in cross-language interference.

	Room RCH 037	Room RCH 204	Room RCH 248	Room RCH 250	Room RCH 103	Room RCH 017
11.30-12.00	Cox & Sanz. Effects of aging and bilingualism on language development in the absence of grammar instruction.	Cebrian. Cross-language categorization of Catalan vowels by British English listeners.	Jensen & Howard. The development of complexity, accuracy and fluency (CAF) during study abroad: Investigating the Trade-off Hypothesis.	Trenkic & Warmington. Improving vocabulary learning in second language speakers: An errorless learning approach.		Cerviño Povedano & Ortega Durán. The relationship between phonological short-term memory and L1 transfer in L2 vowel production.
12.00-12.30	Woumans, Surmont et al. Effect of immersion on cognitive development in preschool children	Cao. Late bilinguals' attrition in the third tone in Mandarin.	Mitchell et al. "It's just a matter of time": The development of grammatical accuracy during residence abroad.	Brezina & Gablasova. New-GSL English vocabulary tool: Reconceptualising lexical text coverage in SLA.	Tode. Usage-based effects of construal awareness on the learning of typologically different L2 grammar.	Huhta et al. Testing language learners' cognitive skills - what is the effect of the language of the instruments on the validity of results?
12.30-13.30	Lunch					
	PARALLEL SESSIONS			COLLOQUIA		
	Room RCH 103	Room RCH 017	Room RCH 248	Room RCH 250	Room RCH 037	Room RCH 204
Chair	Rosemary Erlam	Anna Ewert	Leah Roberts	Maribel Montero Perez	Conveners: Patrick Rebuschat and Sible Andringa.	Conveners: Parvaneh Tavakoli and Clare Wright.
Key word (s)	CLIL & instruction	Phonology	Sentence processing & case	Lexicon & instruction	Implicit learning and second language acquisition.	Fluency in speech production: What we know and what we need to know?
13.30-14.00	Jiménez Catalán. Looking at the role of CLIL on Spanish EFL learners' vocabulary performance in a fluency task.	Wrembel. Metaphonological awareness and foreign language pronunciation performance; a correlational study.	Cristante. Do child L2 learners use case marking incrementally to resolve structural ambiguities or not?	Rule & Mitchell. Learning and remembering vocabulary in the French L2 classroom: the effects of multimodal input.	Andringa & Ćurčić. How metalinguistic information affects online L2 processing: Evidence from differential object marking (DOM) acquisition.	Wright & Tavakoli. Introduction to the colloquium.

	Room RCH 103	Room RCH 017	Room RCH 248	Room RCH 250		
14.00-14.30	Lázaro & Hidalgo. Extending the value of conversational interactions: The case of young Spanish learners of English in a CLIL context.	Marecka et al. Is phonological sensitivity language specific?	Hopp. Prediction in L2 sentence processing: Semantics versus morphosyntax.	Warren et al. Vocabulary uptake from reading illustrated text: An eye-tracking study.	Ruiz-Hernandez et al. Simultaneous acquisition of L2 syntax and vocabulary under incidental and intentional learning conditions.	De Jong. The Separate effects of conceptual and syntactic complexity on L1 and L2 fluency.
14.30-15.00	Gierlinger & Wagner. Linguistic capital in non-elitist CLIL.	Hanzawa & Saito. Segmental acquisition by Japanese learners of English in foreign language classroom conditions: A longitudinal study of vowel production.	Latos et al. Development of nominal inflections in L2 Polish: Evidence from early processing and production.	Lexicon & idiom Aviad et al. A new test of active vocabulary size: Development and trial.	Dienes. Tang poetry redefines the limits of implicit learning. Williams. Linguistic naturalness and implicit learnability.	Foster & Skehan. Dimensions and correlates of native and non-native speaker fluency. Wright. Development of L2 fluency: effects of immersion.
15.00-15.30	Pladevall-Ballester. Introducing CLIL alongside EFL in minimal input contexts: Development of receptive skills in early L2 learning.	Isaacs et al. Beyond the "armchair" method of rating scale construction: Validating an empirically-derived L2 comprehensibility scale.	Starren et al. Case marking at first exposure in Polish: The role of source language (NL-FR-GE) & input frequencies.	Carrol et al. A problem shared is a problem halved: how does congruency between languages affect idiom processing in bilingual speakers?		Tavakoli. Development of L2 fluency: effects of intervention. All contributors. Closing notes Questions, answers and Discussion.
15.30-16.00	Afternoon Break					

	PARALLEL SESSIONS					
	Room RCH 037	Room RCH 204	Room RCH 248	Room RCH 250	Room RCH 103	Room RCH 017
Chair	Julia Herschensohn	Tamar Keren-Portnoy	Marianne Starren	Florence Myles	Parvaneh Tavakoli	Laura Domínguez
Key word (s)	Linguistic approaches	Phonology	Case	Lexicon & collocation	Fluency	Cross-linguistic influence
16.00-16.30	G. Klassen & Cristina Cuervo. Featural (under)specification in the L2 acquisition of Tense.	van Bergen et al. Recognizing lexical forms in the speech stream at first exposure.	Roesch & Chondrogianni. Child-internal and child-external factors in the comprehension of wh-questions in simultaneous and sequential German-speaking bilingual children	Matsuno. Parallel processing of collocations: Do native speakers and second language learners access prefabricated patterns and that of each word simultaneously?	van de Guchte et al. The effects of task rehearsal as a post-task activity.	Sánchez & Bardel. Psychotypology in L3 acquisition. A survey of (dis)similarity perceptions in non-adult learners.
16.30-17.00	Chondrogianni. The role of frequency, morpho-phonology, L1 properties and L2 input in the acquisition of tense in English-speaking L2 children.	X. Wang & Liang. “Seat” or “Sit”: Do Mandarin Speakers treat them same or different?	Saturno. Copular constructions and gender in initial polish L2	Phonology & cross-linguistic influence Mora & Ludwig. L2 learners’ intelligibility, comprehensibility and accentedness of native and non-native speech.	Shrosbree. The relationship between L1 fluency and L2 fluency among Japanese advanced learners of English.	Slabakova & García Mayo. Testing two models of third language acquisition.
17.15-18.15	PLENARY					
	Sharon Unsworth (Radboud): Age and input in language acquisition: Insights from children growing up with two languages Chair: Heather Marsden Room: RCH 037					
18.15-18.30	Prize giving –EUROSLA Distinguished Scholar Award Room: RCH 037					
19.30-22.00	Welcome Reception: Museum Gardens (The Hospitium and the Yorkshire Museum) With a Welcome from The Mayor of York and the Ricardo Alvarez Jazz Quintet in the Hospitium & 'Cello in the Museum Gardens (Christopher Mullender).					

Friday, 5th September 2014

Friday, 5 th September 2014					
9.00-10.00	PLENARY				
	Albert Costa (Pompeu Fabra): Those who know nothing of foreign languages, know nothing of their own				
	Chair: Danijela Trenkic Room: RCH 037				
10.00-10.30	Morning Break (Posters available for viewing)				
	PARALLEL SESSIONS				
	Room RCH 037	Room RCH 204	Room RCH 248	Room RCH 250	Room RCH 103
Chair	Jean-Marc Dewaele	Holger Hopp	Nivja de Jong	Aline Godfroid	Roumyana Slabakova
Key word (s)	Bilingualism	Sentence processing & cross-linguistic influence	Phonology & cross-linguistic influence	Morphosyntax, attention & noticing	Linguistic approaches
10.30-11.00	Jończyk. The bilingual brain and perception of emotional language: An ERP study.	Rankin. Syntactic transfer and agreement cues in L1 German-speakers' comprehension of English wh-questions.	Patience. L3 acquisition of the Spanish rhotics by L1 Mandarin L2 English speakers: The effects of cross-linguistic influence on development.	Marijuan et al. Agreement morphology, word order bias and working memory in English-Spanish emerging bilinguals.	Clements & Domínguez. Acquiring syntactic and referential properties of null subjects in a second language.
11.00-11.30	L2 Processing Fang-Yen Hsieh & Parodi. The role of first language in second language syntactic processing.	R. Klassen et al. Native and non-native speakers' intuitions about grammatical gender: More on the status of the 'analogical criterion' in code-switched structures.	Šimáčková & Podlipský. Keepa bursting: L2 sound connectedness at word boundaries.	Michel & Smith. Eye tracking L2 interaction during written synchronous computer-mediated communication – a qualitative exploration.	Kunevich & Alexopoulou. Acquisition at interfaces: the case of focus marking.

11.30-13.30

Poster session
Lunch served in the main hall 12.30-13.30**POSTERS**

Agathopoulou, Balasopoulou & Dimitrakopoulou. English articles in child foreign language learning.

Algethami. Non-native speech rhythm (timing) and the perception of foreign accent.

Alghizzi. CAF in L2 Writing: A longitudinal study of Saudi EFL students in different classroom contexts.

Almbark, Bouchioua & Hellmuth. Perception of English word stress by listeners from different L1 backgrounds.

Alshehri. Incidental vocabulary acquisition from listening: The case of young Saudi EFL learners.

Capliez. A comparative study of the importance of segments and prosody in the acquisition of English by French speakers.

Chondrogianni. The role of frequency, morpho-phonology, L1 properties and L2 input in the acquisition of tense in English-speaking L2 children.

Christiner & Reiterer. A Pavarotti is not a Mozart: differences between singers, musicians and non-musicians with regard to second language pronunciation aptitude.

Coumans, van Hout & Scharenborg. How do non-natives process speech? The role of word-initial and word-final information in word recognition.

Czinger, Korecky-Kröll, Uzunkaya-Sharma & Dressler. Grammatical development in bilingual and monolingual children with different SES-backgrounds acquiring German.

Denissenko Denissenko & Pérez Vidal. Acquisition of written proficiency of Russian as a foreign language in adulthood.

El-Hariri & Renner. eTandem language learning via videoconferencing: Interaction, feedback and learners' perceptions.

Garcia-Alcaraz & Bel. Intrasentential pronominal anaphora resolution in L2 Spanish. A look from comprehension data.

Godfroid. Implicit and explicit learning of German semi-regular verbs.

Guerra Rivera. ¿Qué compró Juan? or ¿Qué Juan compró?: Dutch native speakers acquiring Spanish subject-verb inversion in Wh-questions.

Hanan & Marsden. Explicit grammar instruction and the young foreign language learner.

Leung. The robustness of phonological categories in child L2 acquisition and input multiplicity: implications for pedagogy and phonological theories.

Iakovleva & Dijkstra. How orthographic overlap in script affects cognate recognition in Russian-English bilinguals.

Jakupčević & Vickov. Native and non-native teachers' use of English discourse markers.

Judy. Convergence on the syntactically-constrained distribution of differential object marking in Spanish by Farsi-Spanish adult bilinguals.

Kaivapalu & Martin. Perceptions of morphological similarity between target language and formerly learned language.

Krzebietke. Polish-English bilinguals describing motion events: a qualitative and quantitative study.

Laing, Villanueva Aguilera, Hanan, Bassetti & Cook. Beauty is in the ear of the beholder: Monolinguals' and bilinguals' perception of five languages.

Leclercq & Lenart. Overspecification in advanced learner discourse in L2 French: a study of nominal, temporal and modal reference.

Li & Woore. Second language decoding, word learning and vocabulary learning strategies: an exploratory study of advanced Chinese learners of L2 English.

Lopez. Theoretically informed grammar instruction and its impact on acquisition: the example of specificity in L2 English articles

Matsubara. The effect of working memory on the gap between online and offline performances of production tasks.

Morgret. Music as a facilitating device for improving phonological skills in adult L2-education.

Nakano, Ikemoto & Nuspliger. Contextual influence on the resolution of relative clause attachment ambiguities in L1 and L2 English.

Nielsen, Fricke & Stackhouse. A longitudinal study of early language and literacy development in young children learning English as an Additional Language.

Proietti. Vulnerability at syntax-discourse interface when structures overlap: the case of Turkish-Italian L1 bilinguals.

Schlöffel, Martin, Caffarra, Lallier & Carreiras. Does learning to read in L2 affect native language reading?

Schumacher, Fehrmann & Andreas. The use of V2 structures by Japanese learners of German as a foreign language during classroom interaction.

Schunack. Resolution of subject-object ambiguities in L2 Norwegian: a self-paced reading study.

Sopata. The syntax-discourse interface: Object omissions in child second language acquisition.

Stangen, Kupisch, Proietti Erguen & Zielke. Global foreign accent in heritage speakers of Turkish in Germany: Comparing simultaneous and successive acquisition.

Tanimura, Nakamoto & Calman. Retention of idiomatic expressions through image schema – one-semester classroom activities in a Japanese university setting.

Umeda. L2 acquisition of Japanese number marking by English-speaking learners.

Veivo & Järvikivi. Accessing L3 meanings in writing and speech: a quantitative study of individual differences and lexical variables.

Yasuda. Constructs of EFL learners’ language learning strategies and cognitive styles and their relationships at different proficiency levels.

Yoshimura, Shirahata, Nakayama, Fujimori & Sawasaki. Binding, control, and minimality revisited.

Young Park. A comparison of the impact of extensive and intensive reading approaches on the reading fluency and reading attitudes of Korean secondary EFL learners.

PARALLEL SESSIONS

	Room RCH 037	Room RCH 017	Room RCH 248	Room RCH 250	Room RCH 103
Chair	Martin Howard	Peter Skehan	Joan C. Mora	Teresa Parodi	Jason Rothman
Key word	Aspect	Tasks	Phonology & orthography	Morphosyntax	Linguistic approaches & cross-linguistic influence
13.30-14.00	El Haj. Reference to entities in a narrative discourse: Comparative study of English L2 and L3 among Lebanese learners.	Cecen & Yalcin. The role of WM capacity, task modality and task stimulus in assessing L2 morphosyntactic attainment.	Post da Silveira. Investigating the role of visual word recognition on L2 word stress representation: cross-linguistic similarities do not always help.	Uygun & Gurel. The first language effects on processing second language morphology.	Guijarro-Fuentes et al. DPs as conflict sites in Papiamento-Dutch-Spanish multilingualism.

	Room RCH 037	Room RCH 017	Room RCH 248	Room RCH 250	Room RCH 103
14.00-14.30	Andreou et al. Lexical and grammatical aspect in bilingual children: Evidence from production and comprehension tasks.	Ziegler & Mackey. Pre-task planning, performance, and individual differences in L2 text chat.	Shepperd. Influence of orthographic input on phonological representations of nonnative nonassimilable contrasts: Adult native English speakers' acquisition of zulu clicks.	Bosch et al. Morphosyntax in the L2 mental lexicon: A cross-modal priming study of inflected adjectives in German.	Alzamil. The acquisition of the English article system by L1 Arabic and L1 Mandarin Chinese learners.
14.30-15.00	Sommerer. What (Diachronic) Construction Grammar can tell us about teaching and learning perfective aspect in the German EFL classroom?	Motivation, anxiety Dewaele et al. Are perfectionists more anxious foreign language learners and users?	Bassetti. L2 orthographic forms and L1 grapheme-phoneme correspondences result in a phonological contrast that is unattested in the target language.	Wagner et al. Irregular verb morphology in Austrian learners of English on A2-level.	Okuma. L2 acquisition of bound variable interpretation of Japanese demonstrative pronouns.
15.00-15.30	McManus & Marsden. The effectiveness of L1-L2 contrastive instruction for remapping meaning in a second language.	Lee. Writing motivation: A study of self-determination and self-efficacy in the context of peer collaboration in second language process writing.	Elgort & Boutorwick. Word writing as a means of improving quality of L2 lexical representations: Does it make a difference?	R. Wang et al. Syntactic, semantic, and discourse constraints in L2 production: The case of English genitive constructions.	Goodenkauf & Herschensohn. Gender feature transfer from L2 Spanish to L3 Arabic.
15.30-16.00	Afternoon Break (Posters available for viewing)				
	PARALLEL SESSIONS				
	Room RCH 037	Room RCH 017	Room RCH 248	Room RCH 250	Room RCH 103
Chair	Sam Helmuth	Sible Andringa	Ineke Vedder	Cheryl Frenck-Mestre	Monika Schmid
Key word	Phonology	Morphosyntax & implicit/explicit	Formulaic language	Bilingualism	Cross-linguistic influence
16.00-16.30	Drozdova et al. Lexically-guided perceptual learning in a non-native language.	Godfroid et al. Construct validity of grammaticality judgment tests: An eye-tracking perspective.	Bardovi-Harlig & Stringer. Unconventional expressions: Productive syntax in the L2 acquisition of formulaic language.	Vanhove & Berthele. Cognate guessing across the lifespan: Cognitive and linguistic factors.	Treffers-Daller et al. Ultimate attainment in the use of lexical collocations among heritage speakers of Turkish in Germany and Turkish-German returnees.

	Room RCH 037	Room RCH 017	Room RCH 248	Room RCH 250	Room RCH 103
16.30-17.00	Keren-Portnoy & Zweig. The effect of vocal production on word learning in an unknown L2 in adults.	Pili-Moss. Access to explicit knowledge and disfluency phenomena in L2 oral production.	Myles. The role of formulaic sequences at different stages of foreign language learning.	Lein et al. Voice Onset Time production in adult simultaneous bilinguals (German-French) and the role of childhood environment.	Källkvist. L2 users' agency in classroom interaction: the effect of drawing on their own languages.
17.00-17.30	Lengeris & Nicolaidis. Phonological short-term memory and perception of L2 English consonants in quiet and noise by Greek listeners.	Baten. Effects of explicit instruction on the acquisition of the German case system: methodological issues and empirical results.	Alexopoulou et al. Analyzing data from large educational corpora for SLA research: Relative clauses in L2 English.	Pliatsikas et al. The effects of bilingualism on grey and white matter structure.	Andersson et al. Today read she the paper: An ERP study of the processing of word order in Swedish L2.
17.40-18.40	EUROSLA Annual General Meeting Room: RCH 037				
19.30 to begin at 20.00	Conference Dinner At the National Railway Museum with live music from Gaelstrom Ceilidh Band - and dancing from those who wish to!				

Saturday, 6th September 2014

Saturday, 6 th September 2014					
PARALLEL SESSIONS					
	Room RCH 037	Room RCH 204	Room RCH 248	Room RCH 250	Room RCH 103
Chair	Elke Peters	John Williams	Folkert Kuiken	Vivienne Rogers	Emma Marsden
Key word	Lexicon	Sentence processing	Development of morpho-syntax	Linguistic approaches	Corrective feedback
9.00-9.30	Kreiner & Degani. Tip-Of-the-Tongue in a second language: The effects of brief first-language exposure and long-term use.	J. Rogers. Incidental learning and online processing of L2 case-marking: A self-paced reading study.	Buyl & Housen. Revisiting developmental stages in L2 grammar acquisition: A look at the receptive side of grammar acquisition.	Kaltsa et al. Differential effects of input on clitics and gender agreement in bilingual children.	Roothoof. Comparing the effects of elicitation and metalinguistic feedback on the acquisition of the English past simple tense.
9.30-10.00	Härmävaara. Using cross-linguistic knowledge for understanding and learning a cognate language in interaction.	Sneed German et al. Pronoun processing in Anglophone late L2 learners of French: Behavioral and ERP evidence.	Complexity	Sekerci Aribas & Cele. Acquisition of article system in L3 English by Turkish-German bilingual children: Evidence for positive transfer from L2 German.	Nassaji. The Intensity of Recasts and its Effects on the Acquisition of English Articles.
10.00-10.30	Mizrahi et al. Estimating vocabulary size of L2 learners: The effect of cognates on test scores.	Ziemann. Do German adult L2 speakers of Dutch make use of syntactic or non-syntactic operations in processing pronouns in their L2?	Hadermann & Baten. The development of the verb phrase in French as a foreign language: Complexity, variation and systematicity.	De Cat & Klepousniotou. Representational deficit or processing effect? An RT and ERP study of noun-noun compound processing by very advanced L2 English speakers.	Seon Jeon & Ahn Ahn. The Effects of Recasts on L2 Pragmatics: The case of Korean honorifics.
10.30-11.00	Coffee Break				

	PARALLEL SESSIONS				
	Room RCH 037	Room 204	Room RCH 248	Room RCH 250	Room RCH 103
Chair	Batia Laufer	Norbert Vanek	Kevin McManus	Heather Marsden	Laura Collins
Key word	Lexicon & testing	Semantics	Complexity	Development of morpho-syntax	Instruction & error correction
11.00-11.30	Peters et al. An English and French vocabulary size test for Flemish learners.	Buysse. Clause linking in L2 French and English: The interaction of syntax and semantics.	Gilbert & Vasylets. Cognitive load measurement in task-based research: Advantages and caveats of subjective time estimation and self-ratings.	Issa et al. Morphosyntactic development in a second language: An eye-tracking study on the role of attention.	Cornillie et al. The acquisition of English grammar through computer-assisted practice tasks and meaning-focused reading—beyond drill-and-kill?
11.30-12.00	V. Rogers et al. Testing aptitude: Investigating Meara's (2005) LLAMA tests.	Díaz-Lago. Thinking in a second language reduces the illusion of causality: Further evidence on the Foreign-Language effect.	Kuiken & Vedder. The assessment of functional adequacy in L2 writing: Towards a new rating scale.	Register Kouwenhoven et al. Register variation and communication strategy use by Spanish users of English.	Kabak & Meeman. Negative evidence incites tacit L2 knowledge: Evidence from learning a novel grammatical rule.
12.10-13.10	PLENARY				
	Leah Roberts (York): Grammar, parsing and second language acquisition				
	Chair: Emma Marsden Room: RCH 037				
13.10-13.30	Conference closing				