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<td>9.00 –</td>
<td>Doctoral Workshops #1</td>
<td>Conference opening</td>
<td>Plenary #1</td>
<td>Parallel Sessions #7</td>
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<td>17.45 –</td>
<td>EuroSLA Distinguished Scholar Award</td>
<td>EuroSLA Annual General Meeting</td>
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<td>19.00 –</td>
<td>Welcome Reception University Aula</td>
<td>Conference Dinner Skissernas museum</td>
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<td>– 18.15</td>
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Preliminary programme for EuroSLA 29, Lund, Sweden, Aug. 28-31, 2019

**Wed Aug. 28, 2019**

**9.00-9.30**  
Session 1 Room B240
Carlos Andres Rico Castillo  
Variability and complexification in L2 writing development: A longitudinal case study
Discussant: Jeannine Bylund

Session 2 Room B237
Joanne McGill  
Do words matter? How lexical input can influence syntax in L3 Swedish
Discussant:

Session 3 Room B251
Alexandra Schurz  
From classroom to home: Blurred borders between these learning environments and the impact on implicit and explicit grammatical knowledge
Discussant: 

Session 4 Room B339
Andreas Bengtsson  
Language learning and usage outside of the classroom: A longitudinal investigation of the connection between extramural activities and proficiency
Discussant:

**9.30–10.00**
Clara Palm  
Discourses of second language writing within the Swedish adult education
Discussant:

Anika Lloyd-Smith  
Perceived accent in early bilinguals speaking L3 English: What drives transfer from the heritage language?
Discussant: 

Mara van der Ploeg  
Implicit and explicit language learning in seniors: a new methodology and some preliminary findings
Discussant:

Jasmine Bylund  
Languages, attitudes and identity - Exploring young learners’ engagement in out-of-school language use
Discussant:

**10.00–10.15**
Nathan Vandeweerd  
Phraseological complexity in oral and written L2 French
Discussant: 

Francesco Vallorosso  
Tense-aspect development among Swedish learners of Italian L3
Discussant: Sarah Sturm

Aaricia Ponnet  
Case marking by Dutch- and English-speaking learners of Hindi
Discussant: 

Sarah Sturm  
Language learning strategies and multilingualism in primary English as a Foreign Language learning
Discussant:

**10.15–10.45**
Jasone Cenoz  
Translanguaging and SLA: minority and heritage languages
Discussant:

Kenneth Hyltenstam  
Discussion
Discussant:

**10.45–11.15**
Marcus Wernby  
Exploring the Swedish and English passive academic vocabulary of upper secondary students
Discussant: 

Kira Leaskiner  
Adult L2 Finnish learners socialization into academic language and literacy practices
Discussant: 

Nilay Wallon  
Acquisition of particular phonetic features in French immersion speech: Does social group play a role?
Discussant: 

Kyra Hawken, Ole Andringa, Joost Verheugen, Folkert Kukken Taschers  
Interactions strategies in early foreign language learning
Discussant:

**11.15–11.30**
Discussant: 

**11.30–12.00**
Marion Coumel, Katharina Messaweng, Erna Ushioda  
Individual differences in second language learning via syntactic priming: examining the effect of proficiency, attention and motivation
Discussant: 

Matthew Pattemore  
Elaborative feedback in L2 reading games
Discussant: 

Valeria Galimberti, Joan C. Mora, Roger Gilabert  
Pronunciation learning with enhanced input from TV series: An eye-tracking study
Discussant: 

Janine Kaydierenio, Suzanne Auarone, Sibe Andringa  
The effects of early English foreign language teaching on the acquisition of the Dutch prepositional system
Discussant:

**12.00–12.30**
Teresa Quesada, Cristóbal Lurzaro  
The acquisition of referring expressions in L1 Spanish–L2 English and L1 English–L2 Spanish adult learners: combining corpus and experimental methods
Discussant: 

Judit Serra  
The development of reading skills in a second language through gamification: the role of adaptivity
Discussant: 

Angela Patamayor, Roger Hopp  
Predictive processing of reference resolution in noisy conditions
Discussant: 

Francisco Miguel Valadez  
The effects of instruction on the acquisition of phonological distinctions in a second language: the case of Portuguese
Discussant:

**12.30–13.00**
Lunch

**13.00-13.45**
Language Learning Roundtable Room Aula
Marianne Gullberg & Jonas Granfeldt  
Introduction
Discussant: 

Film: Migration and SLA - Real life stories
Discussant: 

Martha Young-Scholten  
Non-literate adults’ L2 competence
Discussant: 

Sandra Benazzo  
The Basic Variety: is it a stage limited/related to a specific learner population?
Discussant: 

Lourdes Ortega  
Discussion
Discussant: 

**13.45–14.15**
Marie Källqvist  
Introduction
Discussant: 

Antonija Ganuza  
The impact of heritage language instruction on students’ language and literacy development: The Swedish case
Discussant:

Martha Bigelow  
Discussion
Discussant: 

Lourdes Ortega  
Discussion
Discussant: 

**14.15–14.40**
Coffee Break
Discussant: 

**14.40–15.15**
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Discussant: 

Martha Bigelow  
Discussion
Discussant: 

Jeanne McGill  
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Discussant:

**15.15–15.40**
Kuang-Guo & Jose Alì  
Introduction
Discussant: 

Sandra Benazzo  
The Basic Variety: is it a stage limited/related to a specific learner population?
Discussant: 

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Discussant: 

**15.40–16.10**
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**16.10–16.45**
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Marina Gullberg & Jonas Granfeldt  
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Discussant: 

Lourdes Ortega  
Discussion
Discussant: 

**17.15–17.45**
Coffee Break
Discussant: 

* recipient of EuroSLA student stipend
 Thesis: The time was 9:30-10:15

1.0 Loura Isabella Perrentheim, Barbara Hunger, Bente Kuss: Selective attention and its role in auditory foreign language processing: An EEG study

1.1 Alejandro Kroos, Tilmann Güttler, Jeong-Ah Shin, Ulrich Ansorge, Sten-Sigurd Olsén: How I view what is taught: Expectations concerning German and Romance L1 and L2 speakers

1.2 Emilia Smirnova, Vítězslav Jindra: Examining variable stress patterns in L2: Influence of the native language and L2 proficiency size

1.3 Alexander Collins: Acquiring L2 English vocabulary – are hobbies getting students through university?

1.4 Gabriel Faster: Language transfer as a strategy in multilingual learners of Spanish

1.5 Zakaria Lemmouh, José Montero Pérez, Bert Vandenberghe: Integrating knowledge-based vocabulary output tests in a group of mixed L1 learners of Spanish

1.6 Tatsuo Tsuchida, Thomas George, Marianne Gullberg: SLA: A mixed attempt at assessing aptitude

1.7 Bjarne Kjær: Examining the nature of difficulties of English reading for Japanese learners

1.8 Ali Aldabagh: Investigating the sufficiency of diagnostic tests of English reading for Japanese learners

1.9 Shamsa Afzal: The effect of task repetition on writing fluency

1.10 Session 1A Room C22

1.11 Session 1B Room C31

1.12 Session 1C Room C32

1.13 Session 1D Room C126

1.14 Session 1E Room C330

1.15 Session 1F Room B315

1.16 Session 2A Room C22

1.17 Session 2B Room B227

1.18 Session 2C Room B237

1.19 Session 2D Room C126

1.20 Session 2E Room B339

1.21 Session 2F Room C287

1.22 Session 3A Room C22

1.23 Session 3B Room B227

1.24 Session 3C Room B227

1.25 Session 3D Room B237

1.26 Session 3E Room B237

1.27 Session 3F Room B251

1.28 Session 4A Room C22

1.29 Session 4B Room B227

1.30 Session 4C Room B227

1.31 Session 4D Room B237

1.32 Session 4E Room B237

1.33 Session 4F Room B251

1.34 Session 5A Room C22

1.35 Session 5B Room C126

1.36 Session 5C Room C126

1.37 Session 5D Room C330

1.38 Session 5E Room C330

1.39 Session 5F Room B315

1.40 Session 6A Room C22

1.41 Session 6B Room C126

1.42 Session 6C Room C126

1.43 Session 6D Room C330

1.44 Session 6E Room C330

1.45 Session 6F Room B315

1.46 Session 7A Room C22

1.47 Session 7B Room C126

1.48 Session 7C Room C126

1.49 Session 7D Room C330

1.50 Session 7E Room C330

1.51 Session 7F Room B315

1.52 Session 8A Room C22

1.53 Session 8B Room C126

1.54 Session 8C Room C126

1.55 Session 8D Room C330

1.56 Session 8E Room C330

1.57 Session 8F Room B315

1.58 Session 9A Room C22

1.59 Session 9B Room C126

1.60 Session 9C Room C126

1.61 Session 9D Room C330

1.62 Session 9E Room C330

1.63 Session 9F Room B315

1.64 Session 10A Room C22

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1.70 Session 11A Room C22

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1.72 Session 11C Room C126

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1.74 Session 11E Room C330

1.75 Session 11F Room B315

1.76 Session 12A Room C22

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1.78 Session 12C Room C32

1.79 Session 12D Room C126

1.80 Session 12E Room C330

1.81 Session 12F Room B315

1.82 Preliminary programme for EuroSLA 29, Lund, Sweden, Aug. 28-31, 2019

1.83 EuroSLA Distinguished Scholar Award Room Aula

1.84 Plenary 2 Room Aula

1.85 Rob Schoonen – About performance and ability. Practical and theoretical issues in the measurement of language ability

1.86 Welcome Reception, University Main Aula
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 7A Room C121</th>
<th>Session 7B Room B240</th>
<th>Session 7C Room B327</th>
<th>Session 7D Room C126</th>
<th>Session 7E Room B339</th>
<th>Session 7F Room B251</th>
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<tr>
<td>11.00-11.30</td>
<td>Jean-Marc Dewaele</td>
<td>Is Foreign language enjoyment more fleeting than Foreign language classroom anxiety? An investigation into dynamic learner classroom emotions.</td>
<td>Georgina Pujadas, Germin Muñoz</td>
<td>Making TV input comprehensible for young beginner learners: captions or subtitles?</td>
<td>Katsuo Yamada, Lu Xu, Tingyi Zhang, Michael Mansbridge</td>
<td>When Japanese learners of English know the grammar but are not sensitive to grammaticality.</td>
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<td>11.30-12.00</td>
<td>Raphael Berthele</td>
<td>Multilingual boost vs. cognitive abilities: Testing two theories of multilingual language learning in a primary school context.</td>
<td>Emily Russell, Michael Heilworth, Maquri Asada, Paul Marvin</td>
<td>Assessing oral performances in a monologue speaking task</td>
<td>Emmanuel Bylund, Miranda Perschot, Panos Athanasopoulos</td>
<td>L2 experience influences semantic memory but not mapping of L1 colour terms.</td>
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<td>14.00-14.30</td>
<td>Kent Williams</td>
<td>Developing and piloting a scale to assess second language speech fluency on a paired-interactive task</td>
<td>Emily Russell, Michael Heilworth, Maquri Asada, Paul Marvin</td>
<td>Assessing oral performances in a monologue speaking task</td>
<td>Anna Treibis, Kristin Arken</td>
<td>Bilingual education trumps socioeconomic status: L1 and L2 development in primary school learners of English as a foreign language.</td>
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<td>14.30-15.00</td>
<td>Frank Boers</td>
<td>Meta-analytic reviews: A call for more cautious sampling</td>
<td>Emily Russell, Michael Heilworth, Maquri Asada, Paul Marvin</td>
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<td>15.00-15.30</td>
<td>Jane Ruiz de Elvira</td>
<td>Sociolinguistic competence and vernacular speech: The case of native Mexican French</td>
<td>Emily Russell, Michael Heilworth, Maquri Asada, Paul Marvin</td>
<td>Assessing oral performances in a monologue speaking task</td>
<td>Anna Treibis, Kristin Arken</td>
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<td>15.30-16.00</td>
<td>Lorenzo Garcia-Amaya</td>
<td>The relationship between pausing, complexity, and phrase position in L2 narratives: Longitudinal data from an overseas immersion program</td>
<td>Emily Russell, Michael Heilworth, Maquri Asada, Paul Marvin</td>
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