# ****GASLA 14 Programme****

# **Lecture Theatre A (Avenue Campus)**

# **University of Southampton**

**Friday, 7 April 2017**

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| *8:15-9:00* | **Registration and Opening** |
|  | *Subject Pronouns* |
| *9:00–9:30* | Anaphora resolution in Italian by Croatian-Italian simultaneous bilinguals*Tihana Kras and Maja Milicevic,* U. of Rijeka and U. of Belgrade |
| *9:30–10:00* | Anaphora resolution by experienced and trainee translators: native or attrition-like?*Maja Milicevic, Tihana Kras and Vladivoj Lisica,* U. of Belgrade and U. of Rijeka |
| *10:00–10:30* | L1 effects in the interpretation of subject pronouns in L2 Portuguese*Maria Lobo, Ana Madeira and Carolina Silva,* CLUNL/FCSH-UNL |
| *10:30–11:00* | **Coffee Break** |
|  | *Clitics* |
| *11:00–11:30* | The interpretation of strong and clitic pronouns in L2 Portuguese*Alexandra Fiéis and Ana Madeira,* CLUNL/FCSH-UNL |
| *11:30–12:00* | Production of object clitics in French: child 2 versus contexts involving language pathology*Philippe Prévost and Laurie Tuller,* Université François Rabelais, Tours |
| *12:00–14:00* | **Lunch and Poster Session I** |
|  | *Syntax-discourse interface* |
| *14:00–14:30* | Is the syntax-discourse interface a locus of permanent optionality? The case of locative inversion in L2 English*Joana Teixeira,* Universidade Nova de Lisboa |
| *14:30–15:00* | Ultimate attainment at the syntax-discourse interface: L1 effects and object movement in Dutch*Liz Smeets,* McGill U. |
| *15:00–15:30* | **Coffee Break** |
|  | *Semantics and pragmatics* |
| *15:30–16:00* | L2 acquisition of definiteness in English: mapping two meanings to one form*Elina Tuniyan and Roumyana Slabakova,* U. of Southampton and U. of Iowa |
| *16:00–16:30* | “Maximize Presupposition!”: L2 processing at the syntax-pragmatics interface*Jacee Cho,* U. of Wisconsin, Madison |
| *16:30–17:00* | Telicity and modes of Merge in L2 acquisition of resultatives*Sujeong Kim, Heejeong Ko and Hyun-Kwon Yang,* Seoul National U. |
| *17:00–18:00* | **INVITED SPEAKER***Heather Marsden,* U. of York“Searching for a common language: where do GenSLA research and the language classroom meet?” |
| *18:30* | **Reception** |

**Saturday, 8 April 2017**

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|  | *Language Processing* |
| *9:00–9:30* | Cross-linguistic lexical and syntactic influences in simultaneous bilingual and child L2 gender processing*Holger Hopp and Natalia Lemmerth,* TU Braunschweig and U. of Mannheim |
| *9:30–10:00* | Processing of Informational Focus in Spanish*Brad Hoot and Tania Leal,* DePaul U. and U. of Nevada, Reno |
| *10:00–10:30* | Syntactic L1 co-activation in the on-line processing of L2 English *wh*-questions*Tom Rankin, Theres Grüter and Holger Hopp,* WU Vienna, U. of Hawaii and TU Braunschweig |
| *10:30–11:00* | **Coffee Break** |
|  | *Pronouns* |
| *11:00–11:30* | Pronoun interpretation in L2 Italian: effects of pause and stress*Heather Goad, Lydia White, Guilherme D. Garcia, Natália B. Guzzo, Marzieh Mortazavinia, Liz Smeets and Jiajia Su,* McGill U. |
| *11:30–12:00* | The L2 acquisition of the Dutch quantitative pronoun ER by L1 French adults. *Sanne Berends and Petra Sleeman*, U. of Amsterdam |
| *12:00–14:00* | **Lunch and Poster Session II** |
| *14:00–15:00* | **INVITED SPEAKER***Mike Sharwoord Smith,* U. of Edinburgh and Heriot Watt U.“Expanding explanations: the life cycle of a representation” |
|  | *Syntax* |
| *15:00–15:30* | Selective success in highly-proficient L2 grammars: Evidence from verb phrase ellipsis and adverb placement*Kholoud Al-Thubaiti,* Umm AL-Qura University |
| *15:30–16:00* | Unlearning reconstruction in L2 Japanese relative clauses by L1 Chinese learners*Yunchuan Chen and Shin Fukuda,* U. of Hawaii at Manoa |
| *16:00–16:15* | **Coffee break** |
|  | *Syntax and Heritage Speakers* |
| *16:15–16:45* | Distinct patterns of use with the same mental representation: Passives in heritage Turkish in Germany*Fatih Bayram, Jason Rothman, Michael Iverson, Tanja Kupisch, David Miller, Eloi Puig-Mayenco, Marit Westegaard* U. of Reading, Indiana U., U. of Konstanz, UiT The Arctic U. of Norway, NTNU Norwegian U. of Science and Technology |
| *16:45–17:15* | Variation in Italian embedded wh-questions: heritage speakers vis-à-vis monolingual speakers*Stefano Quaglia, Tanja Kupisch and Anika Lloyd-Smith,* U. of Konstanz and UiT The Arctic U. of Norway |
| *17:15–18:15* | **INVITED SPEAKER***Marit* *Westergaard,* UiT The Arctic U. of Norway and NTNU Norwegian U. of Science and Technology“Micro-variation in multilingual situations” |
| *19:30* | **Conference Dinner** |

**Sunday, 9 April 2017**

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|  | *Phonology/Morphology/Features* |
| *9:00–9:30* | Interaction of knowledge of forms and the Conceptual System*Rodica Frimu,* Indiana U. |
| *9:30–10:00* | The role of gender in mixed-language nominal phrases: Insights from Distributed Morphology*Michele Burkholder, Éric Mathieu and Laura Sabourin,* U. of Ottawa |
| *10:00–10:30* | Learners can acquire structurally-conditioned variation: High vowel deletion in Quebec French*Natália B. Guzzo, Heather Goad, Guilherme D. Garcia,* McGill U. |
| *10:30–11:00* | **Coffee Break** |
|  | *Morphology* |
| *11:00–11:30* | Headedness in the grammar of English-Spanish bilinguals: Evidence from inflectional and derivational affixes*Rachel Klassen and Juana Liceras,* U. of Ottawa |
| *11:30–12:00* | Bilingualism is beneficial to dyslexia: The case of morphological awareness*Maria Vender, Denis Delfitto, Federica Mantione and Chiara Melloni,* U. of Verona |
| *12:00–13:00* | **Organisational Meeting (all invited) and Lunch** |
|  | *Special Session on the role of Input* |
| *13:00–13:30* | Input cues for the acquisition of gender marking and agreement in Spanish*Silvina Montrul, Sara Mason, Andrew Armstrong and Chase Krebs,* U. of Illinois at Urbana Champaign |
| *13:30–14:00* | Exploring the role of input quality in bilingual language acquisition*Sharon Unsworth, Josje Verhagen and Elise de Bree,* Radboud U., Utrecht U. and U. of Amsterdam |
| *14:00–14:30* | Development in L3 acquisition: The role of L1/L2 exposure*Jennifer Cabrelli Amaro, Michael Iverson, David Giancaspro and Becky Halloran,* U. of Illinois Chicago, Indiana, Rutgers, Indiana |
| *14:30–15:30* | **INVITED SPEAKER***Jason Rothman,* U. of Reading and UiT The Arctic U. of Norway“Input Matters and Matters of Input” |
| *15:30* | **Conference ends** |

**ALTERNATE ORAL PRESENTATIONS:**

A reaction time study on scalar implicatures in second language acquisition. *Jacee Cho, Shuo Feng and Glenn Starr*, U. of Wisconsin, Madison

Acquisition of two domains of knowledge of demonstrative pronouns by L1 English speakers of L2 Japanese. *Tokiko Okuma*, University of Shizuoka

**POSTER SESSION I**

When similar L1-L2 morphology hinders L2 acquisition: the case of wh-existentials in Korean. *Kook-Hee Gil, Heather Marsden and Sunyoung Park*, U. of Sheffield, U. of York and Sejong U.

Accounting for Intra-Word Codeswitching in a MOGUL Framework. *Dustin Hilderman*, U. of Victoria

The Redeployment of Persian Coda Structure in the Acquisition of English sC Onset Clusters: Production/Perception Asymmetries in Illusory Vowels. *John Archibald and Marziyeh Yousefi*, U. of Victoria

Teasing apart the potential role of dominance in Heritage Language Outcomes: Sentential Negation and Differential Object Marking Considered. *Eloi Puig Mayenco, David Miller, Fatih Bayram, Ian Cunnings and Jason Rothman*, U. of Reading

The Bottleneck Hypothesis in L2 acquisition: Norwegian L1 speakers’ knowledge of syntax and morphology in English L2. *Isabel Nadine Jensen, Marit Westergaard and Roumyana Slabakova*, UiT The Arctic University of Norway and U. of Southampton

Native-like strategies in English speakers’ L2 processing of Chinese base-generated-topic sentences. *Boping Yuan*, Cambridge U.

Child and adult heritage Spanish in the Netherlands: the development of subject position. *Brechje van Osch,*[*Suzanne Aalberse*](http://www.uva.nl/contact/medewerkers/item/s.p.aalberse.html)*, Elisabet Garcia Gonzalez, Aafke Hulk and Petra Sleeman*, U. of Amsterdam

Can bilingual children who use appropriate subject expressions in one language do so in the other? *Maki Kubota*, U. of Edinburgh

Exploring the role of structural similarity in L3 transfer: the acquisition of subject pronouns in L3 Chinese. *Maria Clements and Laura Domínguez*, U. of Southampton

When do Japanese learners of English stop generating “indirect” be-passive in English? *Seiki Ayano, Noriko Nagai, Takayuki Nakanishi and Keiko Okada*, Mie U., Ibaraki U. and Dokkyo U.

The role of input in the acquisition of English generics by L1 Najdi Arabic speakers. *May Abumlhah*, U. of Leeds

Word order in L2 Norwegian: The case of Subject and Object Shift. *Merete Anderssen, Kristine Bentzen, Guro Busterud, Anne Dahl, Jelena Didriksen and Marit Westergaard*, UiT The Arctic University of Norway and NTNU Norwegian University of Science and Technology

Beyond Feature Reassembly: L1-Mandarin speakers' acquisition of English definite noun phrases. *Shuo Feng*, U. of Wisconsin, Madison

**POSTER SESSION II**

Phonological but not Syntactic Contiguity in L2 Japanese WH Questions. *John Archibald*, U. of Victoria

A generative model for L1 grammatical attrition. *Glyn Hicks and Laura Dominguez*, U. of Southampton

Event Structure-Based Expectations in First and Second languages. *Ana Besserman and Elsi Kaiser*, USC

Feature Inhibition Hypothesis: Can L1 features be dropped in L2? *Amy Fang-Yen Hsieh and Teresa Parodi*, National Taiwan Normal U. and Cambridge U.

Instances of acquisition where only learning is fostered: the case of null subjects in young learners of English. *Elisabet Pladevall-Ballester, Eloi Puig-Mayenco, Susagna Tubau and Montserrat Capdevila-Batet*, Universitat Autònoma de Barcelona and Reading

Contextual vs. verbal-semantic cues in the interpretation of reflexive ziji by (English-L1) L2 learners of Chinese: what predicts a long-distance interpretation? *Mengling Xu, Cecile De Cat and Ekaterini Klepousniotou,* U. of Leeds

L2 acquisition of English articles by native speakers of Kuwaiti Arabic: Semantic universals revisited. *Marta Tryzna and Ivan Ivanov,* Gulf University for Science and Technology

Felicitous feature reconfiguration despite conflicting pedagogical rules? Evidence from preterit and imperfect use among advanced L2 learners of Spanish. *Jessica Diebowski and Tim Diaubalick*, Bergische Universität Wuppertal

The expression of futurity by advanced francophone EFL and ESL learners. *Dalila Ayoun*, U. of Arizona

The Role of L1 Dutch vs. L2 English in L3 French acquisition: a study on developmental patterns. *Rosalinde Stadt, Aafke Hulk and Petra Sleeman,* U. of Amsterdam

Representations, computations, and neural activity: An event-related Potential (ERP) investigation of domain-specific derivational cycles in (L2) French. *Laurent Dekydtspotter, Kate Miller, Charlene Gilbert, Michael Iverson, Tania Leal, Kyle Swanson and Isaiah Innis*, Indiana U., UIPUI and U. of Nevada, Reno

Grammar competition in second language acquisition: the role of V2 for L2 learners of English with L1 German/Norwegian/Dutch. *Leah S Bauke*, Bergische Universität Wuppertal

Fluctuation in the Use of English Articles: The Implications of Generative SLA for Language Pedagogy. *Jwahir Alzamil*, Newcastle U.