

INTERNATIONAL CONFERENCE

L2 GRAMMAR ACQUISITION

 NEW RESEARCH ON PROCESSING INSTRUCTION, INPUT MANIPULATION AND
TEACHING IMPLICATIONS

DATE: 01. 07.- 02.07.2015

LOCATION: UNIPARK, ERZABT-KLOTZ-STRASSE 1, 5020 SALZBURG

hosted by the **Department of English and American Studies** and the School of Education
(PLUS University of Salzburg, Austria) in partnership with the Centre for Applied Research and Outreach in
Language Education (University of Greenwich, UK)

FRIDAY 01.07.2016

09:00 – 09:30	Registration (Entrance 1st floor)	
09:30 – 09:45	Conference Opening (Room: 1.006/7) Short opening notes by Vice Rector of the University of Salzburg, Erich Müller Head of the Department for English and American Studies, Hartmut Stöckl Conference chair, Tanja Angelovska	
09:45 – 10:45	Plenary 1 (Room: 1.006/7): DIETMAR RÖHM (<i>University of Salzburg</i>) Neurophysiological correlates of (morpho-)syntactic processing in L2 acquisition	Chair: Erik Schleef
10:45 – 11:30	Coffee Break (Gallery 1st floor)	
Parallel Presentations		
	The role of L1 (transfer/processing routines) in L2 Processing (Room 1.004) Chair: Miroslaw Pawlak	Grammar Acquisition: Focus on (morpho-) syntax (Room 1.005) Chair: Anna Mystkowska-Wiertelak
11:30 – 12:00	Carl O'Donoghue (<i>University of Greenwich</i>) On the processing of L2 Modern Standard Arabic NVN and VNN transitive clauses by English native speakers: Do L2ers initially rely on the First Noun Principle, or instead transfer their L1 processing routines?	M. Angeles Escobar (<i>Universidad Nacional de Educación a Distancia Madrid</i>) On the L2 Acquisition of Dative clitics by English and Dutch Learners
12:00 – 12:30	José Amenós (<i>Universidad Complutense de Madrid</i>), Aoife Ahern (<i>Universidad Complutense de Madrid</i>) and Pedro Guijarro-Fuente (<i>Universidad de las Islas Baleares</i>) Lexical vs. grammatical cues and the role of L1 transfer in closely-related languages: French and Portuguese speakers learning L2 Spanish Past Tenses	Denisa Bordag, Amit Kirschenbaum, Andreas Opitz, Maria Rogahn, & Erwin Tschirner (<i>University of Leipzig</i>) Syntactic complexity and L2 incidental acquisition of Grammar

12:30 – 13:00	Gloria Chamorro (<i>University of Kent</i>), Antonella Sorace (<i>University of Edinburgh</i>) and Patrick Sturt (<i>University of Edinburgh</i>) Does native language attrition affect processing abilities or knowledge representations?	Katya Solovyeva and Robert De Keyser (<i>University of Maryland, USA</i>) Syntactic Parsing as Learning: Short-Term Memory for L1 and L2 Syntactic Units
13:00 – 14:30	Lunch (Gallery 1st floor)	
Parallel Presentations		
	Processing (Instruction) and Individual Differences (Room 1.004) Chair: Angela Hahn	Explicit Instruction, Feedback and Learning (Room 1.005) Chair: Simone Pfenninger
14:30 – 15:00	Stephanie Peter (<i>University of Greenwich</i>) Processing Instruction and Individual Differences: The role of Working Memory Capacity	Mona Sabir (<i>King Abdulaziz University and University of Leeds</i>) The Role of Explicit Instruction in the Acquisition of English Articles: An Empirical Study
15:00 – 15:30	Cécile Laval (<i>University of Greenwich</i>) Age and the secondary and cumulative transfer-of-training effects of Processing Instruction on the acquisition of French	Jwahir Alzamil (<i>Newcastle University</i>) The Role of Instruction and Metalinguistic Feedback in the L2 Acquisition of English Articles
15:30 – 16:00	Mirosław Pawlak (<i>Adam Mickiewicz University, Kalisz, Poland</i>) and Anna Mystkowska-Wiertelak (<i>State University of Applied Sciences, Konin, Poland</i>) Teaching stylistic inversion to advanced learners of English: Interaction of input manipulation and Individual difference variables	Alexander Lorenz (<i>University of Texas at Austin, USA</i>) Learning Grammar through Online Annotation: The Case for Social Reading in the L2 Classroom
16:00 – 16:45	Coffee Break (Gallery 1st floor)	
16.45 – 17.45	Plenary 2 (Room: 1.006/7): MICHAEL SHARWOOD SMITH (<i>University of Edinburgh</i>) How to grow languages: a teacher's guide to the learner's mind	
17:45 – 19:00	Wine & Cheese Session (Rooftop terrace)	

SATURDAY 02.07.2016

09:30 – 10:00	Registration (Entrance 1st floor)	
10:00 – 11:00	<p align="center">Workshop 1 (Room 1.004)</p> <p align="center">DAVID NEWBY & ELISABETH PÖLZLEITNER <i>(University of Graz)</i></p> <p align="center">Communicative Grammar in Practice</p>	<p align="center">Workshop 2 (Room 1.005)</p> <p align="center">TANJA ANGELOVSKA <i>(University of Salzburg)</i></p> <p align="center"><i>Mind your learners' minds!</i> The case of Processing Instruction in English Language Teaching</p>
11:00 – 12:00	<p>Plenary 3 (Room 1.006/7): Chair: Hartmut Stöckl</p> <p>ALESSANDRO BENATI <i>(University of Greenwich)</i> Input manipulation, enhancement and processing: theoretical views, empirical research and pedagogical implications</p>	
12:00 – 13:00	<p align="right">(Gallery 1st floor)</p> <p align="center">Lunch & Coffee Break with Poster Presentations</p> <ul style="list-style-type: none"> • <i>Effects of corrective feedback on acquisition of Italian L2 grammar: a pilot study</i> by Ilaria Borro, (Università degli Studi di Pavia, Italy), Gabriele Luoni (University of Swansea, UK), Stefano Rastelli (University of Greenwich, UK) • <i>Variation Theory-based teaching of the English Present Perfect: applying and testing Variation Theory in form-focused language teaching</i> by Gudrun Ott (University of Vienna, Austria) 	
13:00 – 13:45	<p>ROUNDTABLE DISCUSSION (Room 1.006/7):</p> <p>Discussants: Alessandro Benati <i>(University of Greenwich)</i> Ulrike Greiner <i>(University of Salzburg)</i> Angela Hahn <i>(Ludwig-Maximilians-University of Munich)</i> David Newby <i>(University of Graz)</i> Dietmar Röhm <i>(University of Salzburg)</i> Michael Sharwood-Smith <i>(University of Edinburgh)</i></p> <p>Organizer: Tanja Angelovska</p>	
13:45 – 14:00	Conference closing (Room 1.006/7)	