

GASLA 17 Conference Schedule
*Computational and Psycholinguistic Approaches to
 Second Language Acquisition*
 May 2–4, 2024
 University of Illinois at Urbana-Champaign

Thursday, May 2 Levis Faculty Center, room 300	
8:30 – 9:00	Breakfast, Registration and Opening
9:00 – 9:30	Constraining contexts that exploit real-world knowledge lead to L2 acceptance of, but not L2 acquisition of, English inverse scope <i>Baorui Xu, Theres Grüter and Bonnie D. Schwartz, University of Hawai‘i at Mānoa</i>
9:30 – 10:00	Acquiring scope of logical connectives and negation in Japanese as a second language <i>Tokiko Okuma, Ritsumeikan University</i>
10:00 – 10:30	On factors affecting L2 development of Mandarin aspect vis à vis the Incompleteness Effect <i>Yu-Tzu Chang and Shin Fukuda, University of Hawai‘i at Mānoa</i>
10:30 – 11:00	Coffee break
11:00 – 11:30	The interpretation of English bare numeral constructions by Chinese-speaking learners <i>Yunchuan Chen, Duke University</i>
11:30 – 12:00	The L2 acquisition of Dutch quantitative "er": A test for the Interface Hypothesis <i>Tess Wensink, KU Leuven and Luisa Meroni, Utrecht University</i>
12:00 – 12:30	Heritage language acquisition of evidentiality under maximal input conditions: The case of Turkish-American returnees <i>Aylin Coşkun Kunduz and Silvina Montrul, University of Illinois at Urbana-Champaign</i>
12:30 – 1:30	Lunch on your own
1:30 – 3:00	Workshop: Eye-tracking methodology: nuts and bolts of mapping the time-course of human cognition <i>Anastasia Stoops, University of Illinois at Urbana-Champaign</i>
3:00 – 3:30	Coffee break
3:30 – 4:00	Pronoun interpretation in English: When native speaker performance is unexpected <i>Lydia White¹, Heather Goad¹, Guilherme Garcia², Natália Brambatti Guzzo² and Jiajia Su³</i> ¹ McGill University, ² Université Laval, ³ Beijing Foreign Studies University
4:00 – 4:30	The L2/L3 acquisition of Mayan ejectives: The redeployment of dimensions and learning of gestures <i>BrettC Nelson¹, Antonio A. González Poor², John Archibald³ and Darin Flynn⁴</i> ¹ Unaffiliated, ² Universidad Autónoma de Campeche, ³ University of Victoria, ⁴ University of Calgary
4:30 – 5:00	Examining the relationship between filler words and code-switching <i>Amelia Tighe, University of Illinois at Urbana-Champaign</i>
5:00 – 5:15	Break
5:15-6:15	PLENARY SPEAKER Applying Auditory Perceptual Simulation (APS) to increase L2 syntactic knowledge <i>Kiel Christianson, University of Illinois at Urbana-Champaign</i>
6:30 – 8:30	Reception, Levis Faculty Center

CONFERENCE SCHEDULE

Friday, May 3 Levis Faculty Center, room 300	
8:30 – 9:00	Breakfast
9:00 – 9:30	Unveiling DOM optionality in Catalan: asymmetries between acceptance and processing <i>Eloi Puig-Mayenco</i> , King's College London and <i>Tiffany Judy</i> , Wake Forest University
9:30 – 10:00	Towards a unified theory of heritage language acquisition: Evidence from Spanish differential object marking across childhood <i>Patrick Thane</i> , University of Massachusetts, Amherst
10:00 – 10:30	Lexical knowledge explains ease of access to semantic features in heritage Spanish speakers' use of differential object marking <i>M. Cole Callen</i> , University of Minnesota, Twin Cities
10:30 – 11:00	Coffee break
11:00 – 11:30	Arabic L2 learners' knowledge and processing of English articles in indefinite contexts <i>Kholoud A. Al-Thubaiti</i> , Umm Al-Qura University
11:30 – 12:00	Quality, quantity or both? A multidimensional analysis of textbook input on English articles <i>August Chun Yan Tung</i> and <i>Kook-Hee Gil</i> , University of Sheffield
12:00 – 12:30	Acquisition of genericity in L2 English: The effect of multilingualism <i>Marta Velnić¹</i> and <i>Roumyana Slabakova^{1,2}</i> ¹ Norwegian University of Science and Technology, ² University of Southampton
12:30 – 2:30	Catered lunch and poster session, Levis Faculty Center, room 210
2:30 – 3:00	The importance of individual data in L3 acquisition: A reanalysis of Mitrofanova, Leivada, and Westergaard (2023) <i>Hunter Brakovec¹</i> , <i>Michael Iverson¹</i> , <i>Jeanne McGill¹</i> , <i>Bonnie D. Schwartz²</i> and <i>Rex A. Sprouse¹</i> ¹ Indiana University, ² University of Hawai'i at Mānoa
3:00 – 3:30	Genericity in the third language: Polish-English bilinguals learning Norwegian <i>Marta Velnić¹</i> , <i>Roumyana Slabakova^{1,2}</i> and <i>Anne Dahl¹</i> , ¹ Norwegian University of Science and Technology, ² University of Southampton
3:30 – 4:00	The acquisition of object clitics pronouns in child L3 French <i>Mihaela Pirvulescu</i> , University of Toronto Mississauga and <i>Virginia Hill</i> , University of New Brunswick
4:00 – 4:30	Typological effects of the lexicon on L3 syntax <i>Jeanne McGill</i> , Indiana University
4:30 – 5:00	Coffee break
5:00 – 6:00	PLENARY SPEAKER Big learner corpora: any good for theoretical SLA research? <i>Dora Alexopoulou</i> , University of Cambridge
6:30 – 8:30	Conference dinner at Silvercreek Restaurant

CONFERENCE SCHEDULE

Saturday, May 4 Levis Faculty Center, room 300	
	Breakfast
9:00 – 10:00	PLENARY SPEAKER Development and ultimate attainment in societal bilingualism <i>Silvia Perpiñán</i> , Universitat Pompeu Fabra
10:00 – 10:30	Coffee break
10:30 – 11:00	L2 Acquisition of French pronominal possessives: contributions of syntax & morphology <i>Tania Leal</i> , University of Arizona and <i>Elena Shimanskaya</i> , University of Nevada, Reno
11:00 – 11:30	Gender and number agreement in Spanish heritage and L2 children in dual immersion <i>Julia Herschensohn</i> , <i>Ana Fernández-Dobao</i> and <i>Stefana Vukadinovich</i> , University of Washington
11:30 – 12:00	Marked gender cues modulate lexical retrieval for both L1- and L2-Swedish speakers <i>Rebecca Borg</i> and <i>José Alemán Bañón</i> , Stockholm University
12:00 – 12:30	Case resilience in Marathi heritage speakers <i>Anupama Reddy</i> and <i>Kamil Deen</i> , University of Hawai‘i at Mānoa
12:30 – 1:30	Lunch on your own
1:30 – 2:00	Business meeting
2:00 – 2:30	Syntactic islands in heritage Spanish <i>Bradley Hoot</i> , DePaul University and <i>Shane Ebert</i> , University of Illinois Chicago
2:30 – 3:00	Does typological similarity facilitate ultimate attainment? A look at the morphology and syntax of restructuring in heritage and L2 grammars <i>Francesco Romano</i> ¹ , <i>Pedro Guijarro-Fuentes</i> ² , <i>Marta Rivera Zurita</i> ² and <i>Andrea Calpe Alvarez</i> ² ¹ University of Halmstad, ² University of the Balearic Islands
3:00 – 3:30	L2 comprehension of English relative clauses: Resumption mitigates processing strain <i>Fred Zenker</i> , University of Hawai‘i at Mānoa
3:30 – 4:00	Revisiting the compounding parameter: Evidence from L1 Spanish - L2 English learners <i>Martine Gallardo</i> and <i>Silvina Montrul</i> , University of Illinois at Urbana-Champaign
4:00 – 4:30	Coffee break
4:30 – 5:30	PLENARY SPEAKER A view from beyond the pigeonhole: Insights and challenges from a cross-population perspective on language acquisition and processing <i>Theres Grüter</i> , University of Hawai‘i at Mānoa
5:30-5:45	Final remarks, end of conference

POSTER SESSION

Friday, May 3, 2024

12.30 – 2.30 PM

A study of code-switched compound verbs in Persian-Dutch Bilinguals <i>Mona Hashemi Nejad and Luisa Meroni, Utrecht University</i>
Acquisition of English objects and the effect of the computational burden by L1 Japanese learners <i>Chika Okada, University of Auckland</i>
Adding L2 options to L1 attrited grammars: Evidence from CLLD <i>Liz Smeets, York University</i>
Caminando era su hobby favorito: Gerund vs. infinitive use in Spanish/English bilingual children <i>Laura Solano-Escobar, Alejandro Cuza, Santiago Castillo, Francisco Clavijo and Edier Gomez-Alzate, Purdue University</i>
Clitic gender comprehension in bilingual children: Evidence from a dual language program <i>Jennifer Austin¹, Patrick Thane², Stephanie Rodriguez¹ and Michele Goldin³</i> ¹ Rutgers University – Newark, ² University of Massachusetts, Amherst, ³ Touro College
Exploring scalar diversity in L2 learners <i>Chao Sun and Shuo Feng, Peking University</i>
How adults interpret disjunction under negation in native and nonnative Korean <i>Youngin Lee, University of Hawai‘i at Mānoa</i>
How structural similarity and language use interact in the L3 ‘Grappling Period’ <i>Hunter Brakovec, Indiana University</i>
Interpreting and processing negatively quantified sentences: A bidirectional study of learners of English and Chinese <i>Shaohua Fang, University of Illinois Urbana-Champaign and Alan Juffs, University of Pittsburgh</i>
L1 transfer or default local readings for reflexives? Evidence from Turkish and English <i>Burcu Boran and Liz Smeets, York University</i>
L2 acquisition of Russian motion verbs by L1-Korean and L1-English speakers <i>Hakyung Jung¹, Hyug Ahn², Jacee Cho³ and Kyongjoon Kwon²</i> ¹ Seoul National University, ² Sungkyunkwan University, ³ University of Wisconsin at Madison
L2 acquisition of word order and agreement patterns across verb types in Brazilian Portuguese <i>Becky Gonzalez, University of Iowa</i>
L2 and L3 acquisition of Quebec French (QF) vowels contrasts by L1 English learners and L1 Mandarin-L2 English learners <i>Junyu Wu, University of Victoria</i>
Noticing, reporting, but not understanding: The role of awareness in L2 learning <i>Mien-Jen Wu, National Chung Cheng University</i>
Perception of Spanish questions and statements by L1 English/ L2 Spanish speakers <i>Izaro Bedialauneta Txurruka, University of Illinois Urbana-Champaign</i>
QUD sensitivity and attentional control in L2 interpretation of scalar <i>some</i> <i>Glenn Starr, University of Wisconsin-Milwaukee</i>

<p>Spanish modal infinitival constructions in English-Spanish bilingual grammars: acquisition despite poverty of stimulus? <i>Vanesa Alonso González</i> and <i>Juana Muñoz Licerás</i>, University of Ottawa</p>
<p>Subjunctive mood selection in obligatory and variable contexts: Evidence from child heritage Spanish <i>Laura Solano-Escobar</i>, Purdue University</p>
<p>The acquisition of definite article use in L2 Italian and the nominal mapping parameter <i>Kenna Daniel</i>, Indiana University</p>
<p>The acquisition of English L2 by adult German L1 learners: The development of PRO in control and raising-to-object structures <i>Éva Fernández-Berkes</i>, University of Applied Sciences Burgenland and <i>Suzanne Flynn</i>, Massachusetts Institute of Technology</p>
<p>The acquisition of French object clitics by second language-learner children: Between the effect of age and the quantity of input <i>Alia Alatassi</i>, University of Toronto</p>
<p>The acquisition of V2 in L3 Norwegian <i>Michela Iacorossi</i>¹, <i>Guro Busterud</i>¹, <i>Anne Dahl</i>² and <i>Kjersti Falset Listhaug</i>² ¹University of Oslo, ²Norwegian University of Science and Technology</p>
<p>Cross-linguistic influence in the interpretational preferences of null/overt subject pronouns: A case of heritage Mandarin Chinese children <i>Shijia Yang</i> and <i>Kook-Hee Gil</i>, University of Sheffield</p>
<p>The distribution of VP-oriented adverbs in child and adult heritage speakers of Spanish <i>Edier Gómez Alzate</i>, Purdue University</p>
<p>The role of animacy in subject-verb agreement in L2 Turkish: Examining Feature Reassembly <i>Munir Ozturhan</i>, <i>Alison Gabriele</i> and <i>Robert Fiorentino</i>, University of Kansas</p>
<p>The role of L1 transfer in L2 morphological errors with causative verbs: A case of L1 Korean-L2 English learners <i>A Young Chung</i> and <i>Kitaek Kim</i>, Seoul National University</p>
<p>The ROSE Model and L2 epistemology: Evidence from γ-band processes in French <i>Laurent Dekydtspotter</i>¹, <i>Kate Miller</i>², <i>Mike Iverson</i>¹, <i>Jih-ho Cha</i>¹, <i>Jae Hyun Ahn</i>¹, <i>Jane Gilbert</i>¹, <i>Decker Pope</i>¹ and <i>Kent Meinert</i>¹ ¹Indiana University Bloomington and ²Indiana University Indianapolis</p>
<p>Transfer of the L1 functional structure by Japanese learners of English: A case of the that-trace effect involving adverbial intervention <i>Kasumi Takahashi</i> and <i>Yuichi Ono</i>, University of Tsukuba</p>
<p>What causes Native Grammatical Attrition? Evidence from native speakers of German, Spanish and Southern British English in bidialectal/bilingual contexts <i>Laura Dominguez</i>¹, <i>Glyn Hicks</i>¹, <i>E Jamieson</i>² and <i>Monika Schmid</i>² ¹University of Southampton and ²University of York</p>