

Wednesday April 19th			
10.00 - 13.00	REGISTRATION		
13.15 - 14.00	WELCOME		
	Prof. Dr. Jörg Roche (Convenor), Prof. Dr. Barbara Conradt (Vice President), Prof. Dr. Florian Mehlretter (Dean), Prof. Dr. Claudia Maria Riehl (Head of Department) Room M018		
Room	M 018	A 022	A 017
	Invited Panel 1 Frank Fischer: Students' acquisition of scientific reasoning: How to test and foster a 21st century skill	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)
14.00 - 15.00	PLENARY 1: <b>BIALYSTOK: Bilingualism as Thinking: The Cognitive Challenges of Dual Language Use</b> Room M 018		
Session Chairs		Lesonen	Hasko
	Jessen	Wörfel	Harr
15.00 - 15.30	Introduction to scientific reasoning and argumentation. <b>Fischer</b>	Identifying partially schematic units in the code-mixing of a German and English speaking child <b>Quick, Lieven, Carpenter, Tomasello</b>	Multilingualism and cognitive control – the neglected role of emotion <b>Niedbala, Murphy, Scerif</b>
15.30 - 16.00	Assessing scientific reasoning: Instruments, domain generality and the connection to verbal reasoning <b>Opitz / Fischer</b>	Frequency effects in the acquisition of the German pronoun “es” in SLA <b>Fahrner</b>	Low reading comprehension in minority language learners: an eye tracking study <b>Hessel, Murphy, Nation</b>
16.00 - 16.30	Automated assessment of scientific reasoning processes in verbal data <b>Csanadi</b>	Frequency in L1 and L2 acquisition of the French liaison <b>De Moras</b>	Upside down, male or female? The effect of language on recognition memory in L1 and L2 speakers <b>Koster, Cadierno, Coventry</b>
16.30 - 17.00	COFFEE BREAK		
Session Chairs		Hijazo-Gascón	De Knop
	EL-Bouz	Koch	Weidinger
17.00 - 17.30	A meta-analysis on learning scientific reasoning <b>Engelmann</b>	J'ai l'impression que: lexical bundles in beginner French textbooks <b>Vandeweerd, Keijzer</b>	Processing costs in a sentence repetition task with bilingual children <b>Stadtmiller, Lindner, Gagarina</b>
17.30 - 18.00	Discussion <b>Roche</b>	Lexical Bundle Use in Native and Non-Native English Speaking Graduate Writing <b>McGarrell</b>	The dynamics of the interrelationship between language and thought in processing motion: what eye movements can show us <b>Hasko</b>
18.00	CONFERENCE RECEPTION		

Thursday April 20th				
	A 022	A 017	A 014	A 016
	<b>LEARNING</b> (bilingualism, language acquisition, construction learning)	<b>DOING</b> (social cognition, co-construction of meaning)	<b>THINKING</b> (influence of language on cognition, Thinking for Speaking, linguistic relativity)	<b>TEACHING</b> (pedagogical implications of usage-based linguistics and second language acquisition)
9.15 - 10.15	<b>PLENARY 2: KASPER: "Emotion: From individual difference variable to interactional competence" Room M 018</b>			
10.15 - 10.30	<b>COFFEE BREAK</b>			
Session Chairs	Fahrner	Leslie	Engemann	Compaoré
Organisator	Wörfel	Jessen	Harr	Weidinger
10.30 - 11.00	Complex constructions in German as a first and second language. Comparing adult cartoon and picturebook retellings <b>Madlener</b>	Reformulations as instances of language instruction <b>Brouwer</b>	Thinking for speaking about motion by Catalan-Spanish-English multilingual children <b>Adcock, Filipovic, Hijazo-Gascón</b>	Adjektivdeklinaton aus kognitionslinguistischer Perspektive <b>Gradel</b>
11.00 - 11.30	The language constructions of adult Finnish learners: the interconnections between complexity and accuracy development dynamics and teaching order <b>Lesonen</b>	Extramural doing and learning: a discussion of second language development through informal L2 usage online <b>Kusyk</b>	Verb use in the expression of caused-motion in German monolingual and German-French bilingual children <b>Harr, Koch, Scholtz</b>	Language awareness and literacy – a new approach of subject teaching and learning in multilingual classes <b>Schmölzer-Eibinger, Niederdorfer, Akbulut</b>
11.30 - 12.00	<b>POSTER SESSION</b>			
12.00 - 12.30	<b>LUNCH BREAK</b>			
12.30 - 14.00	<b>LUNCH BREAK</b>			
Session Chairs		Brouwer	Josse	Lech
Organisator		Koch	Weidinger	Arnhold
14.00 - 14.30		"What shall we start with?" - Conversation openings in eTandems <b>Renner, El-Hariri</b>	Pushing the boundaries of typology: how salience affects bilinguals' lexicalisation patterns <b>Engemann</b>	Teaching complex grammar: do less advanced learners prefer examples? <b>Rossi, Chevrot, Sahakyan, Batailler</b>
14.30 - 15.00		Stability in a Multimodal Practice in Service Encounters: A Documentary and Sedimentating Process <b>Kim</b>	German motion expressions without motion verbs <b>De Knop</b>	Analysing coherence of FL texts written in German <b>Bagarić Medve, Pon</b>
15.00 - 15.30		Establishing intersubjectivity in formal talk: exploring pointing and nodding in second language classroom talk <b>Wanphet</b>	L1 influence in L2 lexical availability: lexical evidence for thinking for speaking? <b>Agustin-Llach</b>	Usage-based instruction in a high school-classroom <b>Gettys, Rodriguez</b> <b>cancelled</b>
15.30 - 16.00		Peer oral interaction and learning opportunities <b>Leslie</b>	Synchronization of gesture and narrative structure in five- and nine-year-old children: are advances in gesture production linked to narrative abilities? <b>Weidinger, Lindner, Hogrefe, Ziegler, Goldenberg</b>	The influence of learner proficiency on the efficacy of written corrective feedback <b>Paris</b>
16.00 - 16.30	<b>COFFEE BREAK</b>			
16.30 - 17.30	<b>PLENARY 3: GULLBERG: " Discourse is heard and seen. The bimodal challenge in studies of L2 users' discourse" M018</b>			
18:00-19:30	<b>Guided City Tours: Start: Marienplatz, Munich</b>			
19:30	<b>Conference Dinner: Augustiner Klosterwirt</b>			

Friday April 21st				
	M 018	A 022	A 014	A 016
	Invited Panel 2: Søren Eskildsen	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)	TEACHING (pedagogical implications of usage-based linguistics and second language acquisition)
9.15 - 10.15	PLENARY 4: <b>SCHMID</b> "Towards an integration of usage-based, sociocognitive, and dynamic-systems approaches in one unified model of linguistic knowledge and learning" M 018			
10.15 - 10.30	COFFEE BREAK			
Session Chairs		Sockett	Augustin-Llach	Tomak
Organisator	Arnhold	EL-Bouz	Vogl	Jessen
10.30 - 11.00	<b>Intro: Catherine Brouwer</b> Evidence for L2 learning: a longitudinal study of self-initiated other-repair in French <b>Berger, Pekarek Doehler</b>	L2 effects on L1 path encoding: The case of intra-typological variation <b>Woerfel</b>	Crossing boundaries in typologically distinct languages <del>Alonso-Alonso</del> <b>cancelled</b>	Investigating the relation between working memory, updating and the written narrative ability in L1 Greek and L2 English of primary school students exposed to intensive CLIL classes <b>Efstathiadi</b>
11.00 - 11.30	Experiential L2 learning <b>Eskildsen</b>	The role of conceptual and social and sociocultural differences in metaphor processing in the L2 <b>Suner, De Cock</b>	Path encoding in L2 German by Spanish and Danish learners: how different are the difficulties encountered by both learner groups? <b>Liste Lamas</b>	What happens when usage-based teaching does not seem to apply? Teaching theoretical linguistics through action and interaction <b>Josse, Beaupoil-Hourdel, Lemarchand-Chauvin, Riou, Paris, Youfsi</b>
11.30 - 12.00	Learning interactional skills in the classroom: the members' perspective <b>Kunitz</b>	The impact of language awareness on bilingual textual competence <b>Riehl, Barberio, Yilmaz-Woerfel</b>	Sprachbewusstheit der SchülerInnen und LehramtsstudentenInnen des Unterrichtsfachs Englisch in Finnland und in Deutschland <b>Penttinen, Behning</b>	Technology-enhanced collaborative language learning with grammar animations <b>Compaoré</b>
12.00 - 12.30	Changing participation: learning how to initiate question sequences in classroom interaction <b>Lilja</b>	The English progressive in L1 and L2 learner narratives – what do the verb types tell us? <b>Wold</b>	Thinking for speaking meets usage-based approaches. Information density and constructional complexity revisited <b>Madlener, Skoruppa, Behrens</b>	An ethnographic study of children's talk about gaming <b>Hannibal Jensen</b>
12.30 - 14.00	LUNCH BREAK			
Session Chairs		Wold	Suner	Angelovska / Compaoré
	Uth	Harr	Weidinger	EL-Bouz
14.00 - 14.30	Tracking an L2 speaker's use of complementizer that in discussion tasks <b>Sert</b>	What kind of "construction" for SLA learners? The role of prefabs and chunks in the acquisition process of complex and non-compositional expressions of Spanish language learners <del>Wolf</del> <b>cancelled</b>	The influence of language mode on bilinguals' encoding of motion events <b>Stocker</b>	The role of language learning aptitude and type of instruction in the development of explicit and implicit knowledge of L2 English articles <b>Tomak, Roehr-Brackin</b>
14.30 - 15.00	Discussion <b>Brouwer</b>	The relationship of L1 and L2 in a successive bilingual child: its development during the first 6 months of L2 acquisition <b>Tagliabue, Lindner</b>	Incidental language uptake from television series: a usage based view of learning <b>Sockett</b>	Gap that needs a bridge: current practical applications of the usage-based linguistics theory <b>Lech, Strid</b>
15.00 - 16.00	PLENARY 5: <b>VERSPOOR</b> "Thinking, Doing and Learning in L2 Development: A dynamic usage based perspective" Room M 018			
16.00 - 16.30	Closing remarks			
16.30 - 17.30	FAREWELL COFFEE TOGETHER			