

L3 WORKSHOP Poznań Saturday 06th May 2017

8:00-9:00	Registration
9:00-9.15	Conference opening – C1, Collegium Novum UAM, al. Niepodległości 4
9:15-10:15 Plenary lecture Chair: Katarzyna Dziubalska-Kořaczyk	Marit Kristine Westergaard Third language acquisition in bilingual learners: The importance of linguistic proximity
10:15-11:15 Session 1	Jeanne McGill Verb Placement in the Initial Stages of L3 Swedish Gvantsa Jichoshvili and Maria Juncal Gutierrez Mangado Cross Linguistic Influence at the level of word order in L3 English by monolingual L1 Georgian and bilingual L1 Georgian/L2 Russian speakers
11:15-11:45	Coffee break
11:45-13:15 Session 2 Chair: Jennifer Cabrelli Amaro	Anika Lloyd-Smith, Marieke Einfeldt, Tanja Kupisch and Stefano Quaglia The role of language dominance for syntactic and phonological transfer into L3 English Raquel Llama, Walcir Cardoso and Laura Collins (Non-)Native influence in the acquisition of VOT patterns: The case of advanced L3 Spanish Marta Marecka, Magdalena Wrembel, Romana Kopeckova and Ulrike Gut Speech perception in young multilinguals
13:15-14:30	Lunch
14:30-15:30 Plenary lecture Chair: Ulrike Gut	Joan C. Mora Assessing cross-linguistic influence in L3 phonology through language switching tasks: the role of L1 dominance and individual differences in attention and inhibitory control
15:30-16:30 Session 3	Carrie Pichan and Jennifer Cabrelli Amaro Phonological Transfer in L3 Initial Stages Italian and Portuguese Anna Balas Experience with second language vowels determines foreign language vowel perception
16:30-16:45	Coffee break
16:45-17:45 Plenary lecture Chair: Agnieszka Chmiel	Kristin Lemhöfer Cross-language influences in trilingual word processing
19:30	Conference Dinner – Brovaria Restaurant, Stary Rynek 73

L3 WORKSHOP Poznań Sunday 7th May 2017

<p>9:00-10:00</p> <p>Plenary lecture</p> <p>Chair: Magdalena Wrembel</p>	<p>Agnieszka Otwinowska-Kasztelanic</p> <p>Now you see it, now you don't? Factors in benefitting from cognate vocabulary</p>
<p>10:00-11:00</p> <p>Session 4</p> <p>Chair: Barış Kabak</p>	<p>Gregory J. Poarch</p> <p>L2 learners vs. L3 learners of English: Controlling multiple languages and its effect on executive function</p> <p>Laura Sánchez Pérez</p> <p>Working memory and attention effects on L2 activation and transfer in L3 learning: The case of lexical inventions</p>
<p>11:00-12:00</p>	<p>Poster session + coffee (a list of posters attached)</p>
<p>12:00-13:00</p> <p>Session 5</p> <p>Chair: Christoph Gabriel</p>	<p>Michał B. Paradowski, Jeremi Ochab, Agnieszka Cierpich and Chih-Chun Chen</p> <p>TLA in a Study Abroad setting: insights from student interaction networks</p> <p>Natalia Wisniewska and Joan C. Mora</p> <p>Language dominance and inhibitory control in L3 speech production: language switching effects on cross-language phonetic interference</p>
<p>13:00-14:00</p>	<p>Lunch</p>
<p>14:00-15:30</p> <p>Session 6</p> <p>Chair: Anna Balas</p>	<p>Jennifer Cabrelli Amaro, Michael Iverson, David Giancaspro and Becky Halloran</p> <p>Effects of initial non-facilitative transfer from the L1 versus L2 in L3 development</p> <p>Tetyana Dittmers, Christoph Gabriel, Marion Krause and Sevda Topal</p> <p>Positive transfer from the heritage language? The case of VOT in German/Turkish and German/Russian learners of L3 French and Russian</p> <p>Jolanta Sypiańska</p> <p>The integration of phonetic categories in multilinguals: the case of the Hungarian front rounded vowels</p>
<p>15:30-15:45</p>	<p>Coffee break</p>
<p>15:45-16:30</p> <p>Plenary lecture</p> <p>Chair: Jolanta Sypiańska</p>	<p>Jorge González Alonso</p> <p>Into the wild: A look at L3 acquisition from the onset and across development</p>
<p>16:30</p>	<p>Closing remarks</p>

Posters:

Marieke Einfeldt, Tanja Kupisch and Mechtild Tronnier. Perception and production of geminates by L1-German and L1-Swedish speakers with Italian as L3

Eloi Puig Mayenco, David Miller and Jason Rothman. Processing negative quantifiers at the initial stages of L3 English: Considering new variables when determining transfer

Robertus de Louw. Teaching L3 through (the unrelated) L1 and (the related) L2 – the role of Contrastive Analysis and Language Awareness

Christina Domene Moreno and Baris Kabak. What modulates the L3 perception and production of English phonological contrasts? The case of Turkish-German bilinguals

Man-Ni Chu. The power of a dominant language in Taiwan

Zhao Liu and Juli Cebrian. Investigating regressive transfer of L3 on L1/L2: Production and perception of bilabial stops by Mandarin learners of English and Spanish

Agnieszka Lijewska, Iga Krzysik, Veronica Whitford and Debra Titone

The role of language exposure during L1, L2, and L3 reading: Eye movement evidence from the moving window paradigm