

**List of speaker(s) and topics of papers
International LAUD Symposium 2008**

	Name	Topics
	Boers, Frank and Seth Lindstromberg	Sounds like phraseology: On the scope and mnemonics of phonemic repetition
	Bowerman, Melissa	Language acquisition and semantic typology
	Bromberek-Dyzman, Katarzyna and Anna Ewert	Figurative competence is better developed in L1 than in L2, or is it? Understanding conversational implicatures in L1 and L2
	Cho, Kanako	The acquisition of image schemas and domain mapping in SLA
	Cieslicka, Anna	Formulaic language in L2- storage, retrieval, and production of idioms by second language learners
	Coventry, Kenny R., Pedro Guijarro-Fuentes and Berenice Valdés	Second language acquisition of spatial terms in English and Spanish
	De Bot, Kees, Wander Lowie and Sybrine Bultena	Stability of representation in the multilingual lexicon: Cattell (1886) revisited
	De Knop, Sabine and Teun De Rycker	A cognitive linguistic approach to pedagogical grammar : Current results and future directions
	Ellis, Nick	Constructing a second language: Learning as a function of frequency, frequency distribution, form & function
	Ender, Andrea	Ignoring, memorizing, embedding or anchoring? Cognitive aspects of lexical processing and vocabulary acquisition by experienced language learners
	Eyckmans, June, Frank Boers and H�el�ene Stengers	Teaching chunks: fine, but whose?
	Filatova, Ksenia L.	Third language acquisition, macro-categories and synonymy
	Filipovi�c, Luna and Ivana Vidakovi�c	Typology in the L2classroom: Second language acquisition from a typological perspective
	Fraser, Helen	Cognitive theory as a tool for teaching pronunciation
	Gass, Susan	Interaction: From description to explanation
	Godfroid, Aline and Alex Housen	The role of noticing in incidental L2 vocabulary acquisition: Evidence from an eye-tracking study
	Gonz�alez, Rafael Alejo	The acquisition of English phrasal verbs by L2 learners: A cognitive linguistic account
	Hamrick, Phillip and Salvatore Attardo	An experimental evaluation of the effectiveness of Cognitive Grammar in the teaching of Italian as a Foreign Language.
	Heine, Lena	Focus on form and focus on meaning: Contrasting L1 and L2 use in problem solving situations
	Heyvaert, Liesbet	A cognitive approach to -ing nominalization: from theory to pedagogical practice
	Hirzalla, Hana	The role of cognitive development in second language acquisition: A cross-linguistic study
	Hu, Ying-Hsueh and Yu-ying Fong	What CM can do for idioms: The efficacy of understanding conceptual metaphors in the learning of idiomatic expressions in EFL classrooms
	Jing – Schmidt, Zhuo	Language-specific verbal imagery in an FLL/FLT context
	Jodlowiec, Maria	The role of relevance theory in SLA studies

Juchem-Grundmann, Constanze and Tina Krennmayr	Fighting reduced authenticity: The role of metaphor in teaching English for specific purposes	
Keijzer, Merel	Cognitive constraints in advanced L1 Dutch acquisition and L1 Dutch attrition in an Anglophone environment	
Kirkici, Bilal	Distinct mechanisms in the processing of English past tense morphology: A view from L2 processing	
Kirkici, Keriman	The acquisition of the pro-drop parameter in Turkish as a second language	
Kras, Tihana	Acquiring the lexical semantics-syntax interface in the L2: Auxiliary selection in near-native grammars of Italian	
Kuiken, Folkert and Ineke Vedder	The influence of task complexity on linguistic performance in L2 writing and speaking: The effect of mode	
Kurteš, Svetlana	Didacticising cultural fluency: Theoretical considerations and their practical application	
Littlemore, Jeannette	'He's got a bit of a loose nappy' Figurative thinking and foreign language learning: Metaphor and metonymy in institutional discourse	
Liu, Yeu-Ting	Attainability of a native-like lexical processing system in adult SLA: A study of advanced L2 Chinese learners	
Llopis García, Reyes	Input and output processing in second language acquisition. A case study for the Spanish subjunctive	
Marín Arrese, Juana I.	Construal and the use of impersonalization strategies in English in an FLL context	
Nakamura, Daisuke	Awareness, input frequency, and construction learning: A replication and extension of Casenhiser and Goldberg (2005) to adult second language acquisition	
Naves, Teresa	Analysis of attentional capacity in a foreign language learners' writing task	
Neff-van Aertselaer, JoAnne and Caroline Bunce	Acquisition of light verb constructions in the Academic English of Spanish EFL university students: A corpus study	
Paradowski, Michael B.	Corroborating the role of L1 awareness in FL pedagogy	
Radwan, Abu Adel	Language awareness and transfer of acquired knowledge to new contexts	
Rast, Rebekah	Learners "taking in" target language input	
Reif, Monika	Making progress simpler? A conceptual-pragmatic approach to teaching problematic areas of English TA	
Richter, Michael	Comprehension judgments of resultative sentence in German: The relevance of the verb factor 'SB'	
Robinson, Peter	Task complexity, intentional reasoning demands, L2 speech production, learning and syllabus design	
Rodríguez Redondo, Ana Laura; Sarah Díaz-Wengelin; Gemma Píriz; M ^a José Carmona; Carmen González and Gloria Fernández	Cognitive strategies for the development of visuo-gestural and motor abilities in Hearing Adult Learners of Spanish Sign Language as Second Language	
Rott, Susanne	Initial mapping and creative use of separable-prefix verb constructions	
Sanchez, Christina	Improving word learn-ability	

Seilhamer, Mark Fifer	Concept stretching and model merging: An attempt to account for L2 processing and acquisition of grammatical constructions
Shoemaker, Ellenor	Acoustic cues to speech segmentation in French: Native and non-native strategies
Sicola, Laura	“No, they won’t just sound like each other”: NNS-NNS negotiated interaction and attention to phonological form on targeted L2 pronunciation tasks
Simo Bobda, Augustin	Some constraints governing word stress placement in Cameroon English and Nigerian English
Sing, Christine S.	KNOWING IS SEEING: Conceptual metaphor, cultural models and image schemas in cognitive language pedagogy
Sotillo, Susana M.	Noticing errors in negotiation of meaning moves, corrective feedback, learner uptake and language use in instant messenger exchanges between second-language learners and language learning partners
Sprang, Katherine A.	Vocabulary acquisition and advanced learners: Learning German verbs with inseparable prefixes through teaching systematic conceptual meaning-fulness of prefixes
Stengers, Hélène; Alex Housen and June Eyckmans	Assessing the pedagogical effectiveness of a phrase-learning programme beyond EFL
Takahashi, Satomi	Learners’ motivational profiles and their pragmalinguistic awareness
Taylor, John	Language in the mind
Trebits, Anna and Judit Kormos	Working memory capacity and narrative task performance
Tyler, Andrea	Applied cognitive linguistics: Putting linguistics back into second language learning and teaching
Van der Walt, Christa	Using other languages in English language learning classes
Verspoor, Marjolijn and Wander Lowie	The blended bilingual lexicon
Villanueva, Miako	A cognitive approach to ASL/English pedagogy: Construal and expression of defocused agents
White, Michael and Honesto Herrera	A contrastive analysis of Fixed-Expression– and - Idiom use in business press headlines
Wolf, Hans-Georg and Xia Xiaoyan	Basic-level salience in second language acquisition: A study of English vocabulary learning by Chinese adults
Wulff, Stefanie and Stefan Griess	<i>To-</i> vs. <i>ing-</i> complementation of advanced foreign language learners: corpus- and psycholinguistic evidence