

**EURO  
SLA  
28**

28th Conference of the European  
Second Language Association

# PROGRAMME

**05-08 SEP 18**

We are happy to announce this year's

## **EuroSLA Award Winners**

### **EuroSLA Distinguished Scholar Award 2018**

Jan Hulstijn (Universiteit van Amsterdam, NL)

### **Winners of the Best JESLA Paper for 2018**

Simone Pfenninger and Sabrina Polz (University of Salzburg, AT)

### **Student Stipends 2018**

Bronson Hui (Michigan State University, USA)

Kathy Kim (Michigan State University, USA)

Ingrid Mora-Plaza (University of Barcelona, ES)

Theodora Papastefanou (University of Reading, GB)

Eloi Puig Mayenco (University of Reading, GB)

Takumi Uchihara (University of Western Ontario, CA)

Natalia Wisniewska (University of Barcelona, ES)

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All information shown in this programme corresponds to the state at the time of online publication (30<sup>th</sup> August 2018).

For subsequent updates of the programme, please visit our website ([www.uni-muenster.de/EuroSLA/](http://www.uni-muenster.de/EuroSLA/)) and/or download the app 'miTalent' and access the EuroSLA 28 app by entering the code 'eurosla28'.



# 1 EUROSIA 28 PROGRAMME OVERVIEW

Time	Wednesday September 5, 2018	Thursday September 6, 2018	Friday September 7, 2018	Saturday September 8, 2018	Time
8.30 – 8.45	Registration	Registration	Registration		8.30 – 8.45
9.00 – 9.15	Doctoral Workshops #1	Conference Opening	Keynote #3	Paper Sessions #7	9.00 – 9.15
9.15 – 9.30		Keynote #1		Colloquium Session	9.15 – 9.30
9.30 – 9.45					9.30 – 9.45
10.00 – 10.15	Coffee Break		Coffee Break		10.00 – 10.15
10.15 – 10.30	Doctoral Workshops #2	Coffee Break	Poster Session #2		10.15 – 10.30
10.30 – 10.45		Poster Session #1		Coffee Break	10.30 – 10.45
10.45 – 11.00					10.45 – 11.00
11.00 – 11.15				Paper Sessions #8	11.00 – 11.15
11.15 – 11.30	Coffee Break				11.15 – 11.30
11.30 – 11.45	Doctoral Workshops #3		Paper Sessions #4		11.30 – 11.45
11.45 – 12.00		Paper Sessions #1	Colloquium Session		11.45 – 12.00
12.00 – 12.15				Best Poster Award (12:05 – 12:15)	12.00 – 12.15
12.15 – 12.30				Keynote #4	12.15 – 12.30
12.30 – 12.45	Lunch		Lunch		12.30 – 12.45
12.45 – 13.00		Lunch			12.45 – 13.00
13.00 – 13.15			Special Lunch Session “Fundamental Issues in SLA”		13.00 – 13.15
				Conference Closing	

Time	Wednesday September 5, 2018	Thursday September 6, 2018	Friday September 7, 2018	Saturday September 8, 2018	Time
13.30					13.30
13.45	"Language Learning" Roundtable	Lunch	Lunch		13.45
14.00		Paper Sessions #2 Colloquium Session	Paper Sessions #5 Colloquium Session		14.00
14.15					14.15
14.30					14.30
14.45					14.45
15.00					15.00
15.15		Coffee Break	Coffee Break		15.15
15.30	Coffee break				15.30
15.45		Paper Sessions #3	Paper Sessions #6		15.45
16.00	"Language Learning" Roundtable				16.00
16.15					16.15
16.30					16.30
16.45		Break			16.45
17.00		EuroSLA Distinguished Scholar Award			17.00
17.15		Keynote #2	Break		17.15
17.30			EuroSLA General Meeting & JESLA Best Paper Award Student Stipend Award		17.30
17.45					17.45
18.00					18.00
18.15					18.15
18.30					18.30
18.45					18.45
19.00		Welcome Reception Town Hall	Conference Dinner Hier & Jetzt		19.00
19.15			Buffet opens @ 19:30		19.15
19.30					19.30
19.45					19.45
20.00					20.00
20.15					20.15

Time					Wednesday, 5 <sup>th</sup> September				
8.30 – 9:00					Registration				
9:00 – 11:15					Doctoral Workshops 1 & 2				
Session 1   Room F040		Session 2   Room F041		Session 3   Room F042		Session 4   Room F043			
9.00 – 9.30		<b>Tongkun Liu</b> Semantics- and Pragmatics-Syntax Interfaces in the Chinese Ba Construction and Their Representations in English-Speaking Learners' L2 Chinese Grammars  Discussant: Cecile de Cat		<b>Vita Kogan, Joan C. Mora</b> Individual Differences in L1 Perception & their Effects on Discrimination of Unfamiliar Nonnative Vowel Contrasts  Discussant: Jennifer Cabrelli		<b>Kristy Sigmeth</b> Cross-linguistic influence and cognitive control in young L3 learners  Discussant: Jens Bölte		<b>Taina Mylläri</b> Syntactic complexity in learner Finnish  Discussant: Roger Gilabert	
9.30 – 10.00		<b>Asma Al-Hawi, Sviatlana Karpava</b> L2/L3 Acquisition of English determiners, evidence from Cyprus and Jordan  Discussant: Alex Housen		<b>Natsumi Suzuki</b> The Development of L2 Japanese Speech Segmentation Skills Using Bi-modal Input  Discussant: Tanja Kupisch		<b>Chiara Boila, Tom Fritzsche, Barbara Höhle</b> The processing of canonical and non-canonical sentences in bilingual und monolingual children and the relation to cognitive control abilities  Discussant: Folkert Kuiken		<b>Mari Mäkilä</b> The effect of proficiency level on the relationship between syntactic complexity and accuracy: a study of L1 Finnish learners' written and spoken L2 Swedish  Discussant: Daniel Veronique	
10.00 – 10.15					Coffee Break				
10.15 – 10.45		<b>Chiara Gargiulo, Joost van de Weijer</b> Anaphora interpretation in Italian before and after L1 re-immersion  Discussant: Gabriele Pallotti		<b>Peng Li, Florence Baills, Pilar Prieto</b> Does the use of visuospatial hand gestures facilitate the learning of L2 vowel length contrasts?  Discussant: Galina Putjata		<b>Ekaterina Tiulkova, Vanda Marijanović, Michel Billières</b> The impact of the input in bilingual language acquisition: French-Russian children  Discussant: Jean Marc DeWaele		<b>Patrick Schetters</b> Indirect corrective feedback and languaging in advanced foreign language writing  Discussant: Greg Poarch	
10.45 – 11.15		<b>Kateryna Pylypenko, Theodora Alexopoulou</b> Article use patterns in L1-Brazilian and L1-Russian learners across discourse-pragmatic contexts  Discussant: Susan Carroll		<b>Lari-Valtteri Suhonen</b> Cross-Linguistic Influence in Early Word Learning  Discussant: Rebekah Rast		<b>Pernelle Lorette</b> Is the perception of emotions in a foreign language related to context of acquisition and socialisation?  Discussant: Jan Vanhove		<b>Jan Willem Chevalking</b> Dutch and English language development: Comparing bilingual partial education and early-EFL pupils' outcomes  Discussant: Marjolijn Verspoor	
11.15 – 11.30					Coffee Break				

Wednesday, 5 <sup>th</sup> September				
Time	Doctoral Workshops 3			
11:30 – 12:30	Session 1   Room F040	Session 2   Room F041	Session 3   Room F042	Session 4   Room F043
11.30 – 12.00	<b>Natalia Kapica</b> Erwerb von Definitheit durch 4–6-Jährige mit Deutsch als Erst- und Zweitsprache	<b>Rachel Rubin</b> Lexicogrammatical Complexity in L2 Dutch	<b>Faidra Faitaki, Victoria Murphy, Kate Nation</b> Investigating Crosslinguistic Influence in English-Greek Successive Bilinguals: Methodology in Practice	<b>Ting Huang, Rasmus Steinkrauss, Marjolijn Verspoor</b> Does L3 help or hinder?
	Discussant: Yazgül Şimşek	Discussant: Gunther de Vogelaer	Discussant: Nick Ellis	Discussant: Sible Andringa
12.00 – 12.30	<b>Nicole Busby</b> Studying in a second language: How does the use of English language teaching resources in Norwegian universities affect students?	<b>Elena Dey</b> 'A Soulful Company' or 'a Fun Hangout'? Strategies to Overcome Conceptual Non-Equivalence	<b>Bronson Hui*</b> The contribution of processing automaticity to second language listening	<b>Amani Al Ghamdi</b> Exploring the effect of processing instruction on approaching L2 motion event patterns
	Discussant: Esther Ruigendijk	Discussant: Gunther de Vogelaer	Discussant: Nick Ellis	Discussant: Raphael Berthele
12.30 – 13.30	<i>Lunch</i>			
13.30 – 17.50	<b>"Language Learning" Round Table   Room F1</b>			
13.30 – 13.40	<b>Christine Dimroth</b> Introduction			
13.40 – 14.20	<b>Tanja Kupisch &amp; Tom Rankin</b> Does input make a difference? Yes! Substantial? It depends ... <b>Commentary: Sarah Schimke</b>			
14.20 – 15.00	<b>Sarah Schimke</b> Language-independent expectations and language-specific knowledge in L2 processing <b>Commentary: Tanja Kupisch &amp; Tom Rankin</b>			
15.00 – 15.30	<b>Susanne Carroll &amp; Daniel Véronique</b> General Discussion			
15.30 – 16.00	<i>Coffee Break</i>			
16.00 – 16.40	<b>Nick Ellis</b> Usage-based approaches to L2 input and its intake <b>Commentary: Rebekah Rast &amp; Jacopo Saturno</b>			
16.40 – 17.20	<b>Rebekah Rast &amp; Jacopo Saturno</b> Initial production of Polish case/gender marking: Input vs. other factors <b>Commentary: Nick Ellis</b>			
17.20 – 17.50	<b>Susanne Carroll &amp; Daniel Véronique</b> General Discussion			

\* received student stipend

Time		Thursday, 6 <sup>th</sup> September	
8.30 – 9.00		Registration	
9.00 – 9.15		Conference opening	
9.15 – 10.15		Keynote 1   Room F1 <b>Claudia Felser:</b> Structure-sensitive constraints in non-native sentence processing	
10.15 – 11.45		Poster Session 1 (Posters 1.1 – 1.20) & Coffee Break   Foyer (Ground Floor)	
1.1	<b>Youngjae An, Heather Marsden</b> L2 processing of pronouns in crossover configurations	1.11	<b>Lisa Nabei, Miwa Morishita, Yasunari Harada</b> Differences between self-noticing and interactional noticing through dictogloss activities
1.2	<b>Damaris Borowski</b> Learning German as a second language in professional contexts. A conversation analytical study with foreign physicians	1.12	<b>Marina Oganyan, Julia Herschensohn, Richard Wright</b> Transferring Concatenative Reading Strategies to a Templatic L2
1.3	<b>Saveria Colonna, Sarah Schimke</b> Anaphoric expressions in French and Spanish learners of German: Over-explicitness is influenced by proficiency	1.13	<b>Mutsumi Ogawa</b> Boundedness based on lexical aspect and L2 countability judgment on English abstract nouns
1.4	<b>Sara Feijoo, Roger Gilabert, Joan Castellví, Antonio Ramis</b> Digital games and young learners' reading skills in L1 and L2: The role of feedback	1.14	<b>Anastasia Paspali</b> Interference in early bilinguals: evidence from agreement attraction
1.5	<b>Stephanie Klein</b> Zur Erschließung konjunktiver Erfahrungsräume neuzugewanderter Jugendlicher und junger Erwachsener im Kontext schulischer Integrationsprozesse auf Basis von Gruppendiskussionen	1.15	<b>Tom Rankin, Elaine Lopez, Lauren Ackerman</b> Subject realisation in L2 English: a corpus study of expletive it and there in three learner groups
1.6	<b>Sandra Benazzo, Fabian Santiago</b> Additive scope particles in German L1-French L2 discourse: lexical, syntactic and prosodic development	1.16	<b>Vivienne Rogers, Victoria Bell, Kirsty Jones, Mia King, Johanna Loe, Rachel Sanders, Aimee Scott, Alice Stephens, Kate Williams</b> Working memory effects in locally and globally ambiguous sentences
1.7	<b>Karin Madlener</b> Second language patterns of constructional complexity in the spatial language domain	1.17	<b>Hui Sun</b> The effect of intercultural personality on L2 motivation changes during study abroad: A longitudinal and mixed-method study
1.8	<b>Miho Mano, Yuko Yoshinari, Yo Matsumoto</b> Representation of Sequential Path of Motion in L2: L1 Influence, Simplification, and Entrenched Patterns	1.18	<b>Natsumi Tanaka</b> Categorization of Reading Comprehension Questions for Skimming and Scanning
1.9	<b>Anne Mickan, Kristin Lemhöfer, James M. McQueen</b> The role of between-language competition in foreign language attrition	1.19	<b>Gloria Vickov, Eva Jakupčević</b> Young EFL learners' use of discourse markers
1.10	<b>Merel Muylle, Sarah Bernolet, Robert Hartsuiker</b> Development of shared syntactic representations in second language learning: Evidence from syntactic priming	1.20	<b>Yunxiao (Vera) Xia, Lydia White</b> Intervention effects in L2 representation and processing



Thursday, 6 <sup>th</sup> September						
Time	Parallel Sessions 1					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
11.45 – 12.15	<b>Anke Lenzing</b> Modelling the relationship between syntactic and semantic processing in L2 comprehension	<b>Eva Puimège</b> <b>Elke Peters</b> Incidental Second Language Vocabulary Learning from Out-of-class Exposure: the English Vocabulary Size of Children Prior to Formal Instruction	<b>Sirkku Lesonen</b> <b>Minna Suni</b> <b>Rasmus Steinkrauss</b> <b>Marjolijn Verspoor</b> From lexically specific to more schematic constructions? Four L2 Finnish case studies	<b>Marie Adler</b> <b>Anna Trebits</b> <b>Kristin Kersten</b> The role of cognitive variables, socioeconomic background and parenting style in the L2 acquisition of young learners	<b>Leonard Pon</b> <b>Vesna Bagarić Medve</b> <b>Višnja Pavičić Takač</b> Repetition as a means of establishing cohesion in L2 texts	<b>Bart Deygers</b> <b>Cecilie Hammes</b> <b>Carlsen</b> The impact of national language requirements on low-literate L2-learners
12.15 – 12.45	<b>Duygu Fatma Şafak</b> <b>Holger Hopp</b> The role of the L1 in the L2 predictive processing of the dative alternation	<b>Takumi Uchihara*</b> <b>Stuart Webb</b> <b>Akifumi Yanagisawa</b> The Effects of Incidental Vocabulary Learning: A Meta-analysis	<b>Jana Roos</b> <b>Anke Lenzing</b> Towards independent language use: The role of formulaic sequences in the developing L2 system	<b>Greg Poarch</b> <b>Kirsten Voss</b> Relative language competences and cognitive development: Bilingual preschoolers' performances on spatial problem-solving tasks	<b>Tetyana Vasylieva</b> The use of temporal adverbials in the narrations of monolingual and bilingual children	<b>Sible Andringa</b> <b>Catherine Van Beuningen</b> Dutch second and foreign language educators' engagement with L2 research
12.45 – 13.45	<i>Lunch</i>					

\* received student stipend

Thursday, 6 <sup>th</sup> September						
Time	Parallel Sessions 2					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
13.45 – 14.15	<b>Coralie Hervé</b> Comparing L1 and L2 processing of generic reference in French and English: a self-paced reading study	<b>Susanne Carroll</b> <b>Lindsay Hrcacs</b> Learning noun semantics: an initial exposure study	<b>Nicole Weidinger</b> <b>Svenja Uth</b> <b>Christian Meyer</b> <b>Jörg Roche</b> <b>Moiken Jessen</b> <b>Stefanie Haberzettl</b> <b>Natalia Kapica</b> <b>Giulio Pagonis</b> <b>Maike Schug</b> How an app can help to improve the assessment of children's communicative capacities in the L2 in authentic communicative settings?	<b>Kathrin Eberharter</b> <b>Benjamin Kremmel</b> <b>Carol Spöttl</b> <b>Matthias Zehentner</b> <b>Christian Brenneis</b> <b>Rainer Ehling</b> <b>Matthias Amprosi</b> <b>Christoph Scherfler</b> <b>Ruth Steiger</b> <b>Thomas Berger</b> <b>Gabriel Bsteh</b> <b>Jamie Dunlea</b> <b>Richard Spiby</b> Foreign language learning with multiple sclerosis: A pilot study	<b>Marieke Hoetjes</b> Transfer in gesture: L2 descriptions of placement events	<b>Laia Arnaus</b> Age of onset and the acquisition of Spanish copula verbs in early and late bi- and trilingualism: the same but different
14.15 – 14.45	<b>Sven Hintzen</b> <b>Elma Kerz</b> <b>Daniel Wiechmann</b> <b>Stella Neumann</b> Individual Differences in L2 Sentence Processing: Effects of Working Memory, Language Experience and Inhibitory Control	<b>Jacopo Saturno</b> L2 attrition after minimal input exposure: Evidence from a route direction task	<b>Gabriele Pallotti</b> Assessing task difficulty: a systematic procedure	<b>Francesco Romano</b> Comparing knowledge of Italian direct object clitics in native, L2, and heritage speakers: is early exposure advantageous?	<b>Simona Anastasio</b> Motion events in Italian L2: typological and psycholinguistic perspectives	<b>Holger Hopp</b> Trilingualism or L2/3 acquisition in early foreign language learning? Exploring patterns of cross-linguistic influence in simultaneous and sequential bilingual children
14.45 – 15.15	<b>Carrie Jackson</b> <b>Holger Hopp</b> Priming V2 in English: Limits on grammar competition	<b>Feyza Altinkamis</b> <b>Ellen Simon</b> Unravelling the input: the effect of language exposure on the lexical development of Turkish-Dutch bilinguals and monolingual Dutch children	<b>Heath Rose</b> <b>Jill Boggs</b> <b>Jess Briggs</b> <b>Lia Sergio</b> <b>Natalia Ivanova-Slavianskaia</b> The impact of self-regulation in SLA: A systematic review of existant research	<b>Anna-Lena Scherger</b> Morphosyntactic indicators for Specific Language Impairment in bilingual children	<b>Alimujiang Tusun</b> <b>Henriette Hendriks</b> The acquisition of motion event expressions in Uyghur-Chinese early sequential bilinguals: A view from syntactic packaging	<b>Katja Francesca Cantone</b> Bilingual parents with different language combinations = Trilingual children?
15.15 – 15.45	<i>Coffee Break</i>					

**Colloquium Katja Francesca Cantone:** Exploring Trilingualism: Bilingual First Language Acquisition plus early Second Language Acquisition or Simultaneous Trilingual Acquisition indeed?

Thursday, 6 <sup>th</sup> September						
Time	Parallel Sessions 3					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
15.45 – 16.15	<b>Arndt Heilmann</b> <b>Elma Kerz</b> <b>Stella Neumann</b> L2 Processing Advantages of Multiword Sequences: Evidence from Eye- Tracking	<b>Rachel Klassen</b> <b>Vivienne Rogers</b> Stimuli design: Frequency measure challenges and the perennial problem of L2 learner input	<b>Mathieu Lecouvet</b> <b>Ferran Suner</b> The interplay between grammar beliefs and L2 proficiency at the syntax-discourse interface	<b>Celia Gorba Masip</b> <b>Juli Cebrian Puyuelo</b> The effect of language experience on L1 and L2 VOT perception of English and Spanish stops	<b>Annarita Magliacane</b> The use of second language pragmatic markers: The role of learner status in sociopragmatic development during study abroad	<b>Jennifer Cabrelli</b> <b>Carrie Pichan</b> <b>Jason Rothman</b> <b>Ludovica Serratrice</b> Initial transfer across domains in L3 Italian by Spanish Heritage Speakers
16.15 – 16.45	<b>Esther Ruigendijk</b> <b>Patrick Zeller</b> Code-switching does not equal code- switching. An ERP- study on the influence of the switch point	<b>Qingyuan Gardner</b> <b>Holly Branigan</b> <b>Vicky Chondrogianni</b> Can L2 Learners Acquire New Morphological Distinctions? Evidence from Mandarin Speakers of English In Spoken and Written Production	<b>Anna Lia Proietti</b> <b>Ergün</b> Anaphora resolution in Late and Simultaneous bilinguals of Italian and Turkish: a case for processing cost?	<b>Claire Goriot</b> <b>James McQueen</b> <b>Sharon Unsworth</b> <b>Roeland van Hout</b> <b>Mirjam Broersma</b> The perception of English phonetic contrasts among Dutch pupils attending early-English or regular education, and Dutch-English bilingual children	<b>Jean-Marc Dewaele</b> <b>Takako Inada</b> A longitudinal investigation into the relationship between proficiency, Foreign Language Enjoyment and Anxiety among Japanese EFL college students	<b>Anika Lloyd-Smith</b> <b>Marieke Einfeldt</b> <b>Tanja Kupisch</b> Italian-German bilinguals: The effects of HL use on the majority and minority language
16:45 – 17:00	<i>Break</i>					
17.00 – 17.15	<b>EuroSLA Distinguished Scholar Award   Room F1</b>					
17.15 – 18.15	<b>Keynote 2   Room F1</b>					
	<b>Raphael Berthele:</b> Policy recommendations for language learning: Linguists' contributions between scholarly debates and pseudoscience					
19.00	<b>Welcome Reception: <i>Town Hall</i></b> (Prinzipalmarkt 10, 48143 Münster)					

Time		Friday, 7 <sup>th</sup> September	
8.30 – 9.00	Registration		
9.00 – 10.00	Keynote 3   Room F1 <b>Johanne Paradis:</b> The L2 acquisition of children from migrant backgrounds: How age, input and cognitive factors shape this process		
10.00 – 11.30	Poster Session 2 (Posters 2.1–2.20) & Coffee Break   Foyer (Ground Floor)		
2.1	<b>Florence Baills, Pilar Prieto</b> Clapping hands help children understand and reproduce the rhythm of a new language	2.11	<b>Ayako Hirano, Hirokazu Yokokawa</b> Japanese L2-English readers' and listeners' mapping processing of thematic roles to syntactic functions during on-line sentence comprehension: A psycholinguistic study
2.2	<b>Tihana Kras, Maja Milicevic Petrovic</b> Subject pronoun interpretation in Italian by Croatian-Italian simultaneous bilinguals	2.12	<b>Teresa Kieseier</b> Phonological Bootstrapping in the early L2 English Acquisition of German 4th graders
2.3	<b>Amelia Cobner, Tesni Galvin, Vivienne Rogers</b> Investigating the relationship between aptitude and working memory in younger and older bilinguals	2.13	<b>Andrea Listanti, Anna Lia Proietti Ergün, Paola Giunchi</b> Italian as heritage language in the Italian Levantine community of Istanbul: Evidence from postverbal subjects
2.4	<b>Giulia Bovolenta, John N. Williams</b> Implicit learning and productive skills: effects of training procedure	2.14	<b>Antoinette Luijckx, Marinel Gerritsen, Margot van Mulken</b> The Importance of Pragmatic Conventions Compared to Grammatical Rules in German-Dutch Business Encounters
2.5	<b>Alexander Cameron</b> Examining English L2 lexical knowledge with words and nonwords	2.15	<b>Andreas Opitz, Denisa Bordag</b> Das Fliegen vs. fliegen: How is Verb-Noun Conversion Represented in L1 vs. L2 German Mental Lexicon
2.6	<b>Jon Clenton, Dion Clingwall, Simon Fraser</b> Investigating lexical frequency profiles from vocabulary and speaking tasks	2.16	<b>Kazunori Suzuki, Makiko Hirakawa</b> Relative Clauses in Heritage Chinese: Explanation by the Relativized Minimality Approach
2.7	<b>Barbara De Cock, Sara Jonkers</b> The conceptualization of the passive voice in L2-Dutch and L2-Spanish of French speaking students	2.17	<b>Yui Suzukida, Kazuya Saito</b> The Roles of Cognitive and Social Individual Differences in the Effectiveness of Explicit Phonetic Instruction in Second Language Pronunciation Development
2.8	<b>Elisabeth Delais-Roussaire, Tanja Kupisch, Paolo Mairano, Fabian Santiago, Frida Splendido</b> ProSeg: A comparable corpus of spoken L2 French	2.18	<b>Lieke van Maastricht, Emiel Krahmer, Marc Swerts</b> Learning direction as a factor in L2 prosody acquisition: Comparing pitch accent distributions to mark focus by Spanish learners of Dutch and Dutch learners of Spanish
2.9	<b>Akiko Eguchi</b> Long-Term Effects of Early Exposure to English as a Foreign Language on Syntactic and Lexical Development in L2 Oral Production	2.19	<b>Jessica Willard, Lilly Bihler, Katharina Kohl, Alexandru Agache, Birgit Leyendecker</b> Input factors in the home and preschool: A resource for dual language learners' German plural form production?
2.10	<b>Philip Head</b> Expectations and experiences: Student and teacher views on English language speech contests in Japan	2.20	<b>Chao Zhou, Maria João Freitas, Adelina Castelo</b> On the Acquisition of European Portuguese Liquid Consonants by Chinese Learners

Friday, 7 <sup>th</sup> September						
Time	Parallel Sessions 4					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
11.30 – 12.00	<b>Marije Michel</b> <b>Judit Kormos</b> <b>Tineke Brunfaut</b> The role of working memory in young second language learners' written performances	<b>Carmen Muñoz</b> <b>Imma Miralpeix</b> <b>Geòrgia Pujadas</b> <b>Ferran Gesa</b> L2 vocabulary learning through extensive television viewing. Evidence from school classroom learners	<b>Vera Heyer</b> The Organisation of the L2 Mental Lexicon: Morphological Structure versus Surface Form Effects	<b>Magdalena Wrembel</b> <b>Ulrike Gut</b> <b>Romana Kopeckova</b> Phonological awareness in young multilinguals: An L2/L3 accent mimicry study	<b>Christian Gill</b> <b>Nicole Marx</b> Migrant Students' Reading Comprehension in their First Year of Regular Classes	<b>Marit Westergaard</b> Microvariation in Multilingual Situations: Unlearning V2 in L1 Norwegian L2 English acquisition
12.00 – 12.30	<b>Mohammad Javad Ahmadian</b> The effects of written corrective feedback and working memory on the development of linguistic knowledge	<b>Elke Peters</b> Learning vocabulary from audio-visual input: The role of imagery and subtitles	<b>Rebekah Rast</b> <b>Marzena Watorek</b> <b>Katarzyna Starosciak</b> <b>Marie Durand</b> Saliency revisited: What helps absolute beginners learn L2/L3 inflectional morphology?	<b>Theodora Papastefanou*</b> <b>Theo Marinis</b> Effects of bilingualism in phonological awareness and reading decoding development in Greek-English speaking children	<b>Suzanne Graham</b> <b>Robert Woore</b> <b>Alison Porter</b> <b>Clare Savory</b> The effects of teaching phonics and reading strategies in L2 French: an experimental trial in UK secondary schools	<b>Yanyu Guo</b> <b>Boping Yuan</b> Feature Unlearning in English Speakers' L2 Acquisition of Chinese Imperfective Markers
12.30 – 13.45	<i>Lunch &amp;</i>					
12:45 – 13:45	<b>Special Lunch Session   Room F1</b> <b>Jan Hulstijn, Andrea Révész, Aline Godfroid: Fundamental Issues in SLA</b>					

**Colloquium Carmen Muñoz, Elke Peters:** Multimodal input in L2 learning

\* received student stipend

Friday, 7 <sup>th</sup> September						
Time	Parallel Sessions 5					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
13.45 – 14.15	<b>Denisa Bordag</b> <b>Andreas Opitz</b> <b>Max Polter</b> <b>Michael Meng</b> How Much Verbatim Information Do L2 Readers Retain Compared to L1 Readers?	<b>Roger Gilabert</b> <b>Lena Vasylets</b> <b>Natalia Moskvina</b> <b>Júlia Barón</b> <b>Mayya Levkina</b> <b>M. del Mar Suárez</b> <b>Sara Feijóo</b> The impact of genre on L2 vocabulary learning through captioned video	<b>Eva Koch</b> <b>Johanna De Vos</b> <b>Kristin Lemhöfer</b> <b>Aline Godfroid</b> <b>Alex Housen</b> Incidental second language grammar learning through dialogue: The acquisition of stem-vowel alternations in German strong verbs by adult native speakers of Dutch	<b>Gerda Ana Melnik</b> <b>Sharon Peperkamp</b> Where is the /h/? On the absence of /h/ in the lexical representations of French learners of English	<b>Gisela Håkansson</b> <b>Ragnar Arntzen</b> L2 Norwegian in children and adults – a Processability account	<b>Jelena Horvatic</b> <b>Danijela Trenkic</b> L2 English article use by speakers of article-lacking Croatian and Mandarin Chinese: similarities and differences
14.15 – 14.45	<b>Ana Pellicer Sanchez</b> <b>Laura Vilkaite-Lozdiene</b> <b>Kathy Conklin</b> The effect of pre-reading vocabulary instruction on allocation of attention and incidental vocabulary learning from reading: A comparison of L1 and L2 learners' eye movements	<b>Maribel Montero Perez</b> Incidental vocabulary learning from viewing: the role of working memory and vocabulary knowledge	<b>Lukas Eibensteiner</b> <b>Tim Diaubalick</b> <b>Rafael Salaberry</b> Influence of L1/L2 linguistic knowledge on the acquisition of L3 Spanish past tense morphology among L1 German speakers	<b>Christina Domene Moreno</b> <b>Baris Kabak</b> Bilingual and monolingual speech rhythm in additional language learning	<b>Folkert Kuiken</b> <b>Ineke Vedder</b> Investigating teachers' judgments of syntactic complexity in L2 academic writing	<b>Anja Steinlen</b> <b>Holger Hopp</b> <b>Piske Thorsten</b> <b>Christina Schelletter</b> Syntactic development in early foreign language learning: effects of L1 transfer and input
14.45 – 15.15	<b>Dato Abashidze</b> <b>Pavel Trofimovich</b> <b>Kim McDonough</b> <b>Yang Gao</b> Learning novel morphosyntactic patterns from dynamic visual events: Evidence from eye-tracking	<b>Natalia Wisniewska*</b> <b>Joan Carles Mora</b> Audio-text synchronization during bimodal input exposure through L2-captioned video	<b>Tanja Kupisch</b> <b>Marit Westergaard</b> <b>Miriam Geiss</b> <b>Natalia Mitrofanova</b> Gender cues in L1-Russian children acquiring German as an early L2	<b>Angelos Lengeris</b> Effects of high-variability phonetic training on the pronunciation of second-language vowels in spontaneous speech	<b>Marcus Ströbel</b> <b>Elma Kerz</b> <b>Daniel Wiechmann</b> Investigating the Development of L2 Writing: A Growth Curve Modeling Approach	<b>Athina Ntalli</b> <b>Theodora Alexopoulou</b> <b>Henriëtte Hendriks</b> <b>Ianthi Maria Tsimpli</b> The acquisition of finiteness by Chinese child L2 learners of English
15.15 – 15.45	<i>Coffee Break</i>					

**Colloquium Carmen Muñoz, Elke Peters:** Multimodal input in L2 learning

\* received student stipend

Friday, 7 <sup>th</sup> September						
Time	Parallel Sessions 6					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
15.45 – 16.15	<b>Simon Ruiz</b> <b>Detmar Meurers</b> <b>Patrick Rebuschat</b> <b>Xiaobin Chen</b> Measuring individual differences in cognitive abilities in the lab and on the web	<b>Eloi Puig Mayenco*</b> <b>Jason Rothman</b> Low Proficiency Does Not Mean Ab Initio: Actual Exposure Matters for L3 Transfer Studies	<b>Amanda Edmonds</b> <b>Aarnes Gudmestad</b> A comparison of grammatical gender marking in additional-language French and Spanish	<b>Sarah McCabe</b> <b>Karthik Durvasula</b> C-center effects in second-language phonology	<b>Fatma Bouhlal</b> <b>Ahlem Ammar</b> The effectiveness of written corrective feedback: how does it vary across learner individual differences and error types?	<b>Àngels Llanes</b> <b>Josep M. Cots</b> Translanguaging in the ESP classroom: Does it really make a difference in terms of L2 development?
16.15 – 16.45	<b>Teresa Quesada</b> <b>Cristóbal Lozano</b> New evidence and insights from corpus data: acquisition of anaphora resolution in L1 Spanish–L2 English	<b>Evangelia Daskalaki</b> <b>Vicky Chondrogianni</b> <b>Elma Blom</b> <b>Johanne Paradis</b> Parental input quality and subject placement in Greek heritage children in Western Canada	<b>Gunther De Vogelaer</b> <b>Greg Poarch</b> <b>Sarah Schimke</b> <b>Johanna Fanta</b> <b>Lukas Urbanek</b> Learning a gender system in a closely related language: German learners' production and perception of Dutch gender	<b>Ingrid Mora-Plaza*</b> <b>Joan C. Mora</b> The role of cognitive attention control in L2 phonological acquisition	<b>Andrea Revesz</b> <b>Marije Michel</b> <b>Xiaojun Lu</b> <b>Nektaria Kourtali</b> <b>Lais Borges</b> Investigating the relationship between L2 writing processes and text quality: The effects of task type and proficiency	<b>Dieter Thoma</b> How language-specific lexical access and subjective literacy affect bilinguals' reading fluency at text level in their L1, L2, L3 and heritage language
16.45 – 17.15	<b>Markus Vogelbacher</b> <b>Holger Hopp</b> <b>Teresa Kieseier</b> <b>Dieter Thoma</b> Differential effects of metalinguistic awareness in early foreign language learning: Analysis versus control	<b>Cecile De Cat</b> Quantifying bilingual language experience: which measure best predicts proficiency?	<b>Jan Vanhove</b> Metalinguistic knowledge about the native language and language transfer in gender assignment	<b>Natalie Boll-Avetisyan</b> <b>Sandrien van Ommen</b> <b>Thierry Nazzi</b> <b>Barbara Höhle</b> Stress "deafness" can be overcome: Evidence from Second language learners	<b>Helena Roquet Pugès</b> <b>Alexandra Vraciu</b> <b>Florentina Nicolás</b> <b>Conesa</b> Integrating Content and Language in Higher Education: Examining the Effects on Language Gains	<b>Parvaneh Tavakoli</b> <b>Zeynep Duran Karaoz</b> An exploratory study of the relationship between L1 and L2 fluency behaviour
17:15 – 17:30	<i>Break</i>					
17.30 – 18.30	<b>EuroSLA General Assembly &amp; JESLA Best Paper Award &amp; Student Stipend Award   Room F1</b>					
19.00	<b>Conference Dinner: <i>Hier &amp; Jetzt</i> at the Aasee (Bismarckallee 11, 48151 Münster)</b> <b>Buffet opens @ 19:30</b>					

\* received student stipend

Time		Saturday, 8 <sup>th</sup> September				
9.00 – 10.30		Parallel Sessions 7				
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
9.00 – 9.30	<b>Adel Chaouch Orozco</b> <b>Heather Marsden</b> Masked Translation Priming with Unbalanced Bilinguals: Exploring the Priming Asymmetry	<b>Keiko Hanzawa</b> The role of experience in the second language speech fluency development in an English as foreign language setting	<b>Marte Nordanger</b> Patterns of definiteness encoding in L2 Norwegian complex NPs	<b>Michael Daller</b> Turkish Heritage Speakers in Germany: Vocabulary Knowledge in German and Turkish	<b>Kristin Kersten</b> <b>Anja Steinlen</b> <b>Christoph Schüle</b> Variables affecting early foreign language learning: Evidence from bilingual preschools	<b>Peer Christensen</b> <b>Marianne Gullberg</b> High and thin tones in speech and gesture: Convergence in Turkish-Swedish bilinguals' metaphors for musical pitch
9.30 – 10.00	<b>Josje Verhagen</b> <b>Elise de Bree</b> Statistical language learning from consistent and inconsistent input: Is there a bilingual advantage?	<b>Ann-Christin Bruhn</b> <b>Kristin Kersten</b> Operationalizing teacher input: Empirical evidence on the effect of input on the L2 acquisition of young learners	<b>Isabel Contro Casaldo</b> <b>Rachel Klassen</b> <b>Juana M. Liceras</b> Examining headedness in native and non-native grammars: Insights from compounding in L1 and L2 Brazilian Portuguese	<b>Christoph Schroeder</b> The post-verbal position in heritage Turkish in Germany: Focus on register	<b>Simone Pfenninger</b> Age of first bilingual language exposure as a predictor of literacy skills: Evidence from a longitudinal CLIL study with dense time serial measurements	<b>Martje Wijers</b> Subordinate Clauses in the Input and Output of Early Language Learners of Swedish as a Foreign Language
10.00 – 10.30	<b>Jacopo Torregrossa</b> <b>Christiane Bongartz</b> <b>Maria Andreou</b> <b>Claudia Rizzo</b> Identifying the role of simultaneous activation of two languages and dominance patterns in bilinguals' metalinguistic awareness	<b>Céline Horgues</b> <b>Sylwia Scheuer</b> Coming to an understanding: Miscommunication management in the course of English/French tandem interactions	<b>Su Kyung Kim</b> <b>Batia Laufer</b> <b>Stuart Webb</b> <b>Beverley Yohanan</b> Affix difficulty: To what extent do hierarchies of affix type predict knowledge of derived forms?	<b>Fatih Bayram</b> <b>Anika Lloyd-Smith</b> <b>Tanja Kupisch</b> <b>Jason Rothman</b> Input Experiences Determine Heritage Speaker Linguistic Outcomes	<b>Nils Jaekel</b> <b>Isabelle van Ackern</b> <b>Michael Schurig</b> <b>Markus Ritter</b> Investigating the long-term effects of early foreign language learning from elementary school into 9th grade	<b>Sabine Arndt-Lappe</b> <b>Lina Baldus</b> How do frequency, granularity, and proficiency interact in the L2 acquisition of alternations? Evidence from German-English syntax and morphophonology
10.30 – 11.00	<i>Coffee Break</i>					

**Colloquium Michael Daller: Turkish Heritage Speakers in Germany**

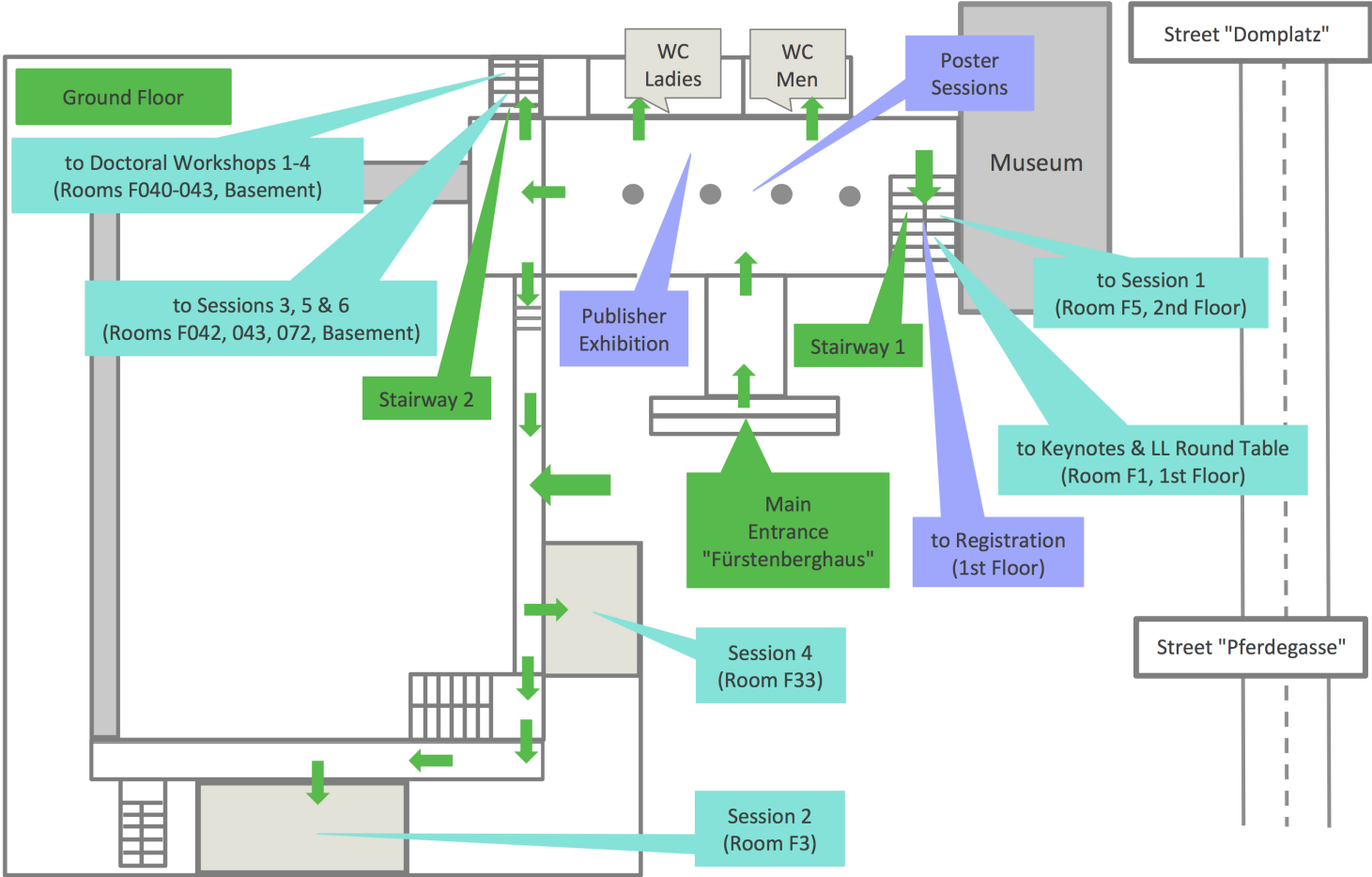


Saturday, 8 <sup>th</sup> September						
Time	Parallel Sessions 8					
	Session 1   Room F5	Session 2   Room F3	Session 3   Room F042	Session 4   Room F33	Session 5   Room F043	Session 6   Room F072
11.00 – 11.30	<b>Kirill Elin</b> <b>Jana Reifegerste</b> <b>Harald Clahsen</b> Ageing, bilingualism and language processing: A study of morphological processing in older adults	<b>Aline Godfroid</b> <b>Kathy MinHye Kim</b> <b>Bronson Hui</b> <b>Daniel Isbell</b> Validation research on implicit and explicit knowledge: A research synthesis	<b>Katharina Nimz</b> (Re-)Visiting a poor cousin: Orthographic competence in German monolingual and bilingual students	<b>Agnès Leroux</b> <b>Alexandra Vraciu</b> Complexity, Accuracy and Fluency in the Oral Production of L1 French Young Learners of EFL in a Minimal Exposure Context	<b>Diana Pili-Moss</b> The earliest stages of L2 learning: A behavioral investigation of age and memory	<b>Sinikka Lahtinen</b> <b>Katja Mäntylä</b> <b>Mari Mäkilä</b> <b>Anne-Maj Åberg</b> Exploring the use of explicit grammatical rules with keystroke logging
11.30 – 12.00	<b>Marina Sokolova</b> <b>Roumyana Slabakova</b> L3-sentence processing: language-specific of phenomenon-sensitive?	<b>Joana Teixeira</b> The differential impact of explicit instruction on syntactic and syntax-discourse properties	<b>Kathy Kim*</b> <b>Kimberly Fenn</b> The role of sleep in learning second language grammar: An exploratory study	<b>Pauliina Peltonen</b> Perceptions of interactional L2 fluency: temporal fluency and strategic competence	<b>Frans van der Slik Job Schepens</b> <b>Roeland van Hout</b> Cognitive Aging Effects in the Adult Additional Language Acquisition of Dutch	<b>Amy Wallington</b> <b>Laura Domínguez</b> Exploring the development of aspect in advanced English learners of French during ‘the Year Abroad’
12.00 – 12.05	<i>Break</i>					
12.05 – 12.15	<b>Best Poster Award (sponsored by “Languages”)   Room F1</b>					
12.15 – 13.15	<b>Keynote 4   Room F1</b> <b>Christiane von Stutterheim: Event construal under a cross-linguistic and acquisitional perspective</b>					
13.15 – 13.20	<b>Conference Closing</b>					

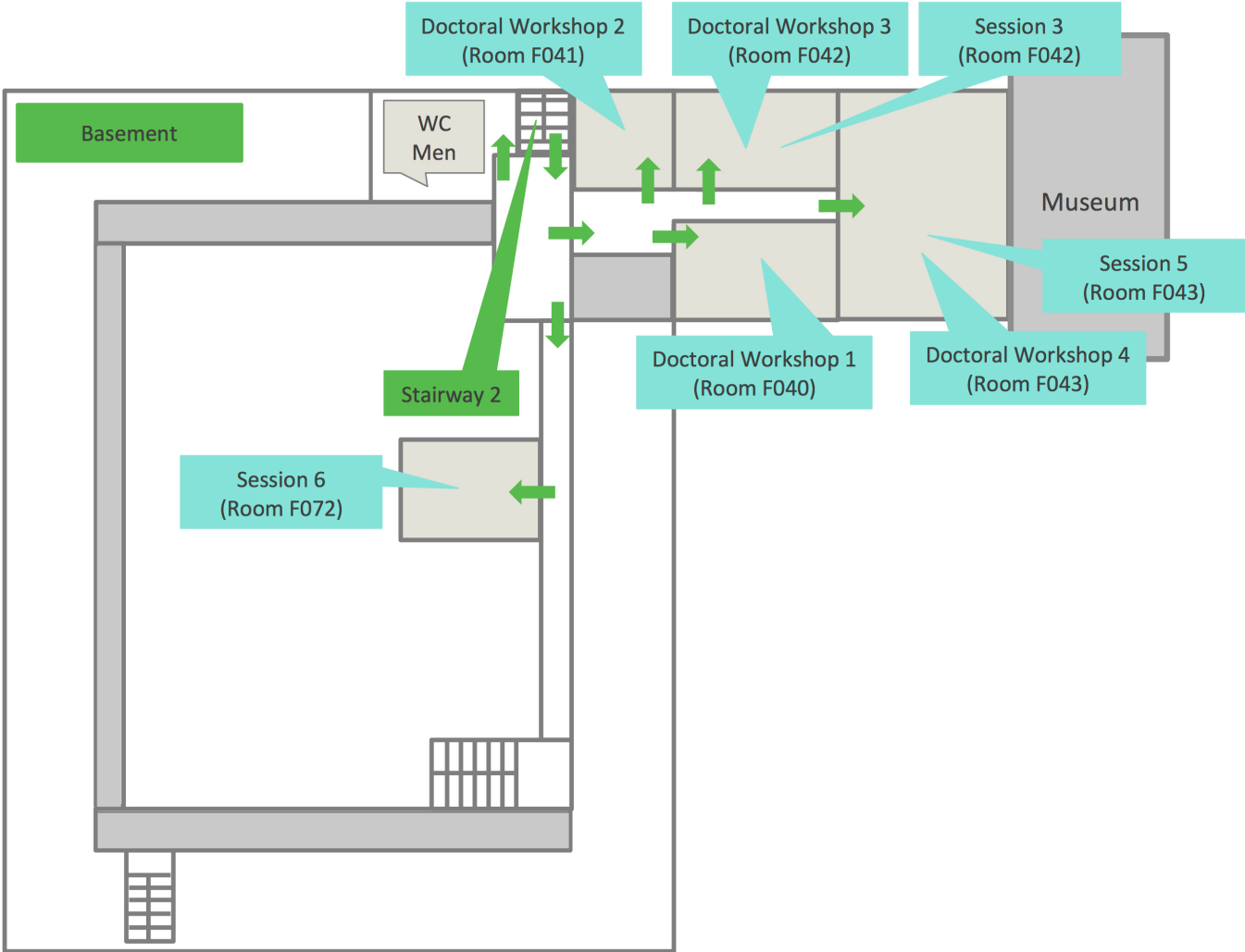
\* received student stipend

2 GROUND PLANS *FÜRSTENBERGHAUS* (conference venue, Domplatz 20)

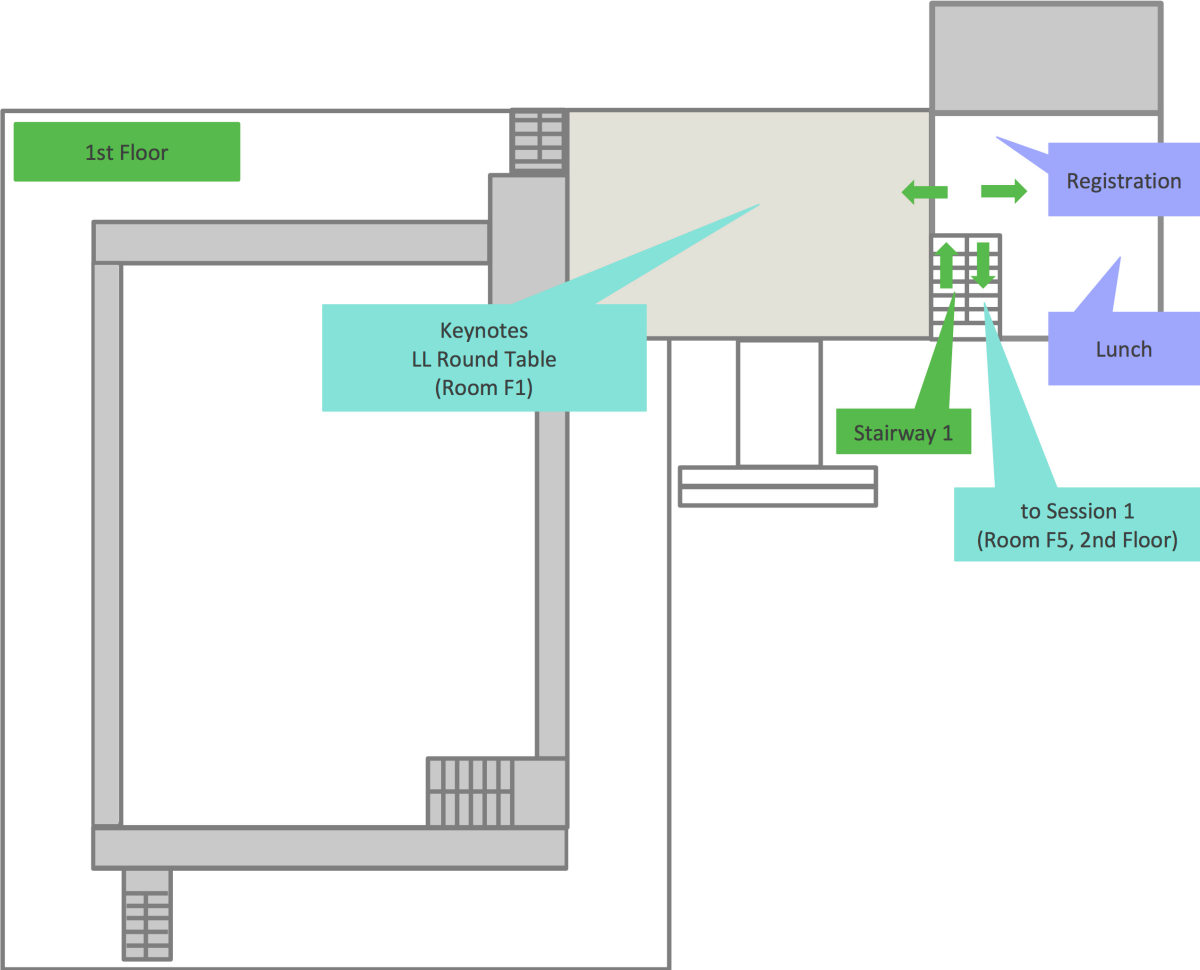
Ground Floor



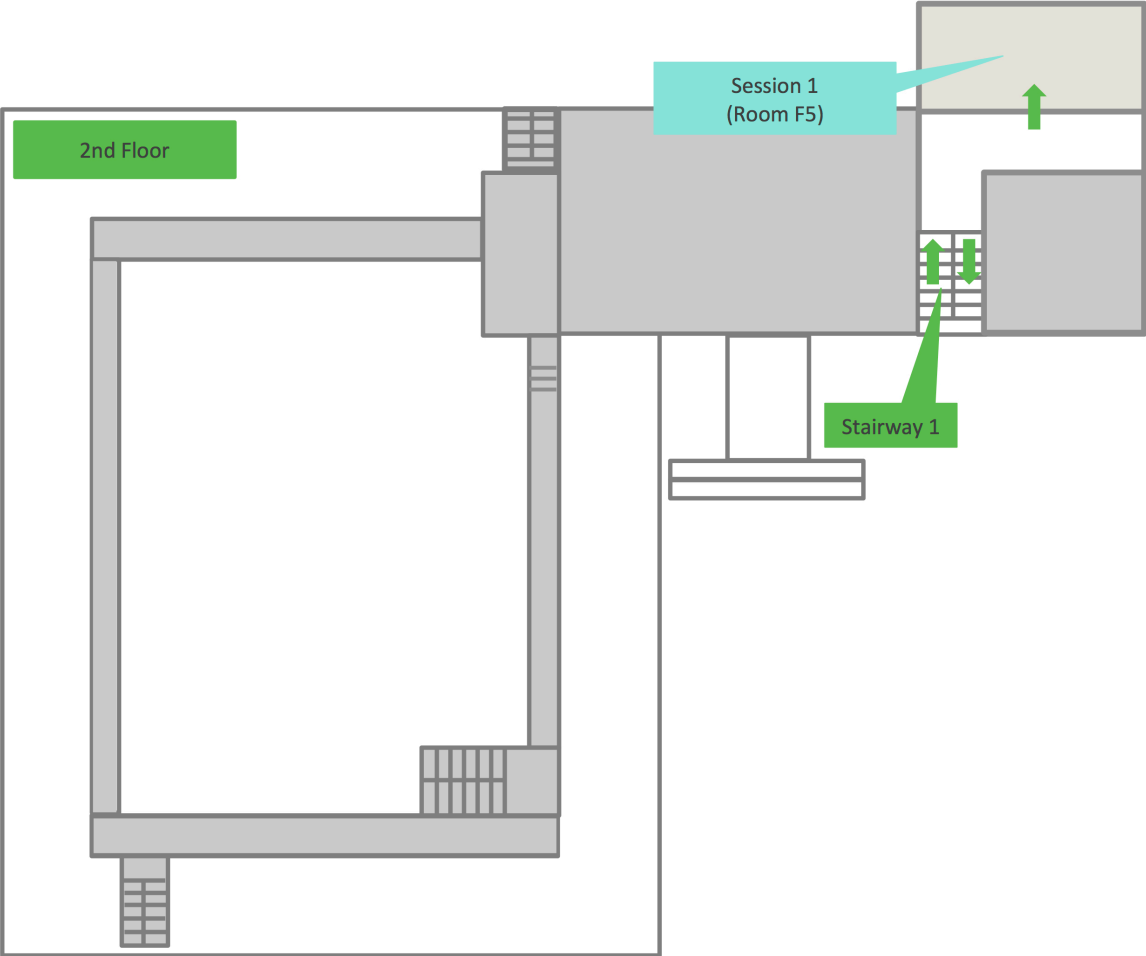
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First Floor

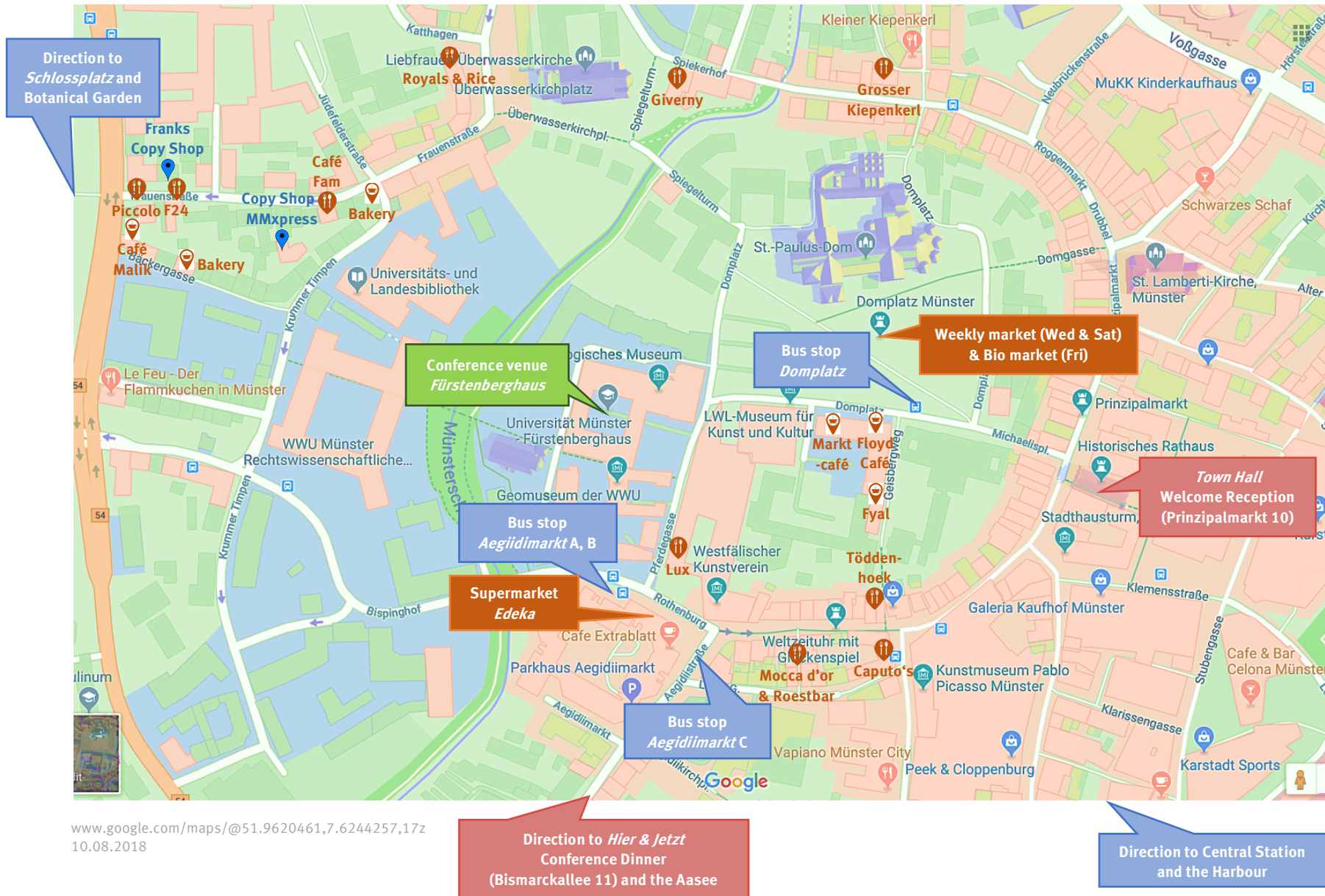


**Second Floor**



### 3 MAP AND DIRECTIONS

Fürstenberghaus (conference venue, Domplatz 20) and other points of interest



## 4 PLACES TO EAT IN MÜNSTER

The gastronomic choice in Münster comprises the traditional local and international cuisine. The menus also include some options that will satisfy vegetarians and vegans (especially in restaurants and cafes signed with **V**). All restaurants, cafes, and bars listed below are around a 10-minute walk from the conference venue (*Fürstenberghaus*), except for the *Hafen* area, the harbour of Münster.

### Restaurants

#### Westfalian Cuisine

- *Altes Gasthaus Leve*, Alter Steinweg 37, +49 251 45595
- *Grosser Kiepenkerl Gasthaus*, Spiekerhof 45, +49 251 40335
- *Kleiner Kiepenkerl*, Spiekerhof 47, +49 251 43416
- *Gaststätte Töddenhoek*, Rothenburg 41, +49 251 43156

#### International Cuisine

- *Giverny*, Spiekerhof 25, +49 251 511435
- *Mocca d'or* **V**, Rothenburg 14–16, +49 251 4828591
- *Le Feu*, Schlossplatz 48, +49 251 287 193 48
- *Lux Barkultur und Grillkunst*, Domplatz 10, +49 251 9816 1030
- *Piccolo*, Frauenstraße 26, +49 251 58940
- *Rico Vollwertrestaurant* **V**, Rosenplatz 7, +49 251 45979 (Mon – Fri, 12.00 – 16.00)
- *Royals & Rice* **V**, Frauenstraße 51, +49 251 39633699
- *Restaurant Spitzner im Oerschen Hof*, Königsstraße 42, +49 251 41441550
- *Vapiano Münster* **V**, Königsstraße 51, +49 151 70364943/+49 251 1625193

### Cafes & Bistros

- *Cafe Malik* **V**, Schlossplatz 44, +49 251 44210
- *Cafe Extrablatt*, Aegidiimarkt 1, +49 251 2655374
- *Cafe Fam* **V**, Frauenstr. 14, +49 251 26551955
- *F24* **V**, Frauenstraße 24, +49 251 4828739
- *Floyd Café*, Domplatz 6–7, +49 251 9811267
- *Fyal*, Geisbergweg 8
- *Krawummel* **V**, Ludgeristraße 82, +49 251 74788117
- *Marktcafé*, Domplatz 6–7, +49 251 4842300
- *Roestbar*, Rothenburg 17

### Pubs

#### In the center

- *Altbierbrauerei Pinkus Müller*, Kreuzstraße 4–10, +49 251 45151
- *Cavete*, Kreuzstraße 37/38, +49 251 4143516
- *Das Blaue Haus*, Kreuzstraße 16, +49 25142151

#### At the harbour

- *Bohème Boulette*, Hansaring 26, +49 251 39630736
- *Plan B*, Hansaring 9, +49 251 6744422
- *Prütt Café* **V**, Bremer Straße 32, +49 251 665588
- *Heaven Beachhouse* (Bar and Club with a beach), Am Hawerkamp 29A, +49 251 6090585

### Markets in Münster

Every Wednesday and Saturday (7.00 – 14.30) there is a big weekly market, every Friday (12.00 – 18.00) a little bio market on the Cathedral Square (*Domplatz*). While strolling through the market you can buy products from local farmers and enjoy delicacies from all over the world.

## 5 ADDITIONAL INFORMATION



### Wi-Fi Internet access

#### a) Eduroam

If your home institution is a part of the Eduroam-project, you can log in to the EDUROAM wireless network by using your local access data.

#### b) GuestOnCampus

- a. Choose "GuestOnCampus"-Wireless network (e.g. Windows-users can find it under "Show available networks").
- b. As soon as you go to any webpage, you will be redirected to the HOTSLOTS-Server. This connection is always well-encrypted.
- c. Accept the terms of use and you are ready to log in.

### Transport: Bus, Taxi & Bike



There is a dense network of bus lines. You can download the app *DB Navigator* (available in English and German) to get up-to-date information about the bus lines and how to get from point A to B. Timetables you find under [www.stadtwerke-muenster.de](http://www.stadtwerke-muenster.de).

Near the venue, there are two possible bus stops – *Domplatz* and *Aegidiimarkt* –, depending on the direction you are coming from. When coming from the central station, please get off at the bus stop *Domplatz*. The bus lines 1, 9, 12, 13 (departing from stop B1), 2, 10, 11, 14, 22 (departing from stop C1), and 4 (departing from stop D1) will get you there. Stops C1 and D1 are across the street in front of the central station.

Note that the price for the ticket is higher when buying it from a bus driver (3,30 €), so we advise you to use a ticket vending machine at bus stops or pay through the DB app (2,80 €).



- *Taxizentrale Münster*, [www.taxi60011.de](http://www.taxi60011.de), +49 251 60011
- *Taxiruf Münster*, [www.taxi-muenster.de](http://www.taxi-muenster.de), +49 251 25500



As the bike capital of the Westfalia region, Münster offers plenty of bike lanes and a car-free promenade. If you want to feel the proper flair of the city, renting a bike for a couple of days is highly recommended. Here are some local bike rental services:

- *Radstation Münster*: Berliner Platz 27 A, + 49 251 4840170, [www.radstation-muenster.de](http://www.radstation-muenster.de)
- *ADFC-Radstation Münster Arkaden*: Königsstr. 9/Ludgeristraße 100, + 49 251 7036790
- *Drahtesel*: Servatiiplatz 7, + 49 251 511228, [www.drahtesel-muenster.de](http://www.drahtesel-muenster.de)
- *Zweirad Weigang*: Grevenerstr. 434, + 49 251 212345, [www.2rad.de](http://www.2rad.de)



## 6 LOCAL ORGANISING TEAM

**EuroSLA 28** is organised by the Departments of German and English and the Centre for Multilingualism and Language Acquisition (CEMES), University of Münster.

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With kind support from

