

EUROSLA 20
20th Annual Conference of the European Second Language Association
University of Modena and Reggio Emilia, Italy, 1-4 September 2010

P R O G R A M M E

W e d n e s d a y , 1 s t S e p t e m b e r 2 0 1 0

9.00-18.30	R E G I S T R A T I O N		
	Doctoral Workshops		
	Room 3	Room 4	Room 6
Discussants	Gürel, Gilabert	Dewaele	Ferrari, Grassi
9.00-9.30	Okugiri. Prototypical English relative constructions by Japanese speakers		
9.30-10.00	Song. The L2 acquisition of null and overt pronouns by English learners of Korean	Cabrelli Amaro. The Phonological Permeability Hypothesis: Measuring regressive L3 interference to test L2 phonological representations	Lertola. How interlingual subtitling can promote SLA? A multi-methods research
10.00-10.30	Judy. Interface vulnerability in L2 Spanish (L1 Farsi): The NSP in end-state grammars	Campos-Dintrans. The first language phonology factor in SLA	Menegale. Language learner autonomy aimed at promoting plurilingual competences
10.30-11.00	Coffee Break		
Discussants	Bardel, Sorace	Nuzzo, Vedder	Grassi, Santoro, Lopriore
11.00-11.30	Bradičić. Perception of lexical similarities between L2 Italian and L3 English	Lumley. The development of a system of person reference in L2 Japanese by English-speaking learners	Arsalan. Language socialization and effective English language teaching in primary schools in Pakistan
11.30-12.00	Ortega Duran. Input and cognitive abilities effects on L3 English oral production: A study on crosslinguistic influence	Munezane. The power of will to cross the Rubicon: A way to foster L2 WTC	Gauci. Instructional intervention in interlanguage pragmatics. An empirical study with advanced learners of Italian in Malta
12.00-12.30	Svensson. Conceptual transfer in the expression of hypotheticality in Norwegian as L2 – a corpus-based study	Constantinou. An Investigation of bilingual and bidialectal pupils' writing performance in Cyprus	Stevenson. Different interpretations of similar data: The difference between “phonetic” and “phonemic” perceptions
12.30-13.00	Iverson. L2 effects on a ‘stable’ L1 grammar: The L2 Brazilian Portuguese influence on L1 Spanish	Levkina. The effects of task sequencing on L2 acquisition as mediated by working memory capacity	Silva Veloso. Elaborazione di un test di valutazione della comprensione orale in italiano

13.00-14.00	L u n c h					
	Language Learning ROUNDTABLE: Interaction and second language acquisition Chairs: Simona Pekarek-Doehler and Gabriele Pallotti . Room: Aula Magna					
14.30-15.00	Johannes Wagner , Language learning in the wild					
15.00-15.30	Paul Seedhouse , A holistic approach to task-based interaction					
15.30-16.00	Roy Lyster , Research on feedback effectiveness: From observation to intervention studies					
16.00-16.30	Alison Mackey , Interaction research: Cognitively oriented and socially informed?					
16.30-17.00	C o f f e e B r e a k					
17.00-17.40	Discussion: Wagner, Seedhouse, Lyster, Mackey					
17.40-18.30	Open discussion					
T h u r s d a y , 2 n d S e p t e m b e r 2 0 1 0						
8.30-9.00	R E G I S T R A T I O N					
9.00-9.30	C o n f e r e n c e O p e n i n g					
9.30-10.30	PLENARY – Chair: Jean-Marc Dewaele. Room: Aula Magna Antonella Sorace. SLA as bilingualism: Or, it's time to see the forest for the trees					
10.30-11.00	C o f f e e B r e a k					
	PARALLEL SESSIONS					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Di Sabato	Mackey	Steinlen	Laufer	Håkansson	Lopriore
11.00-11.30	Pawlak. Using focused communication tasks as a measure of implicit L2 knowledge	McDonough. Collaborative syntactic priming activities and EFL question development	Reckziegel, Kabak. German L2 learners' production of Italian consonant length contrasts	Elgort. Using priming effects to evaluate L2 vocabulary acquisition	Gabriele, Canales. No time like the present: Examining transfer at the interfaces in L2 acquisition	Tremblay, Sabourin. Behavioural and electrophysiological discrimination of non-native contrasts by more and less experienced language learners

11.30-12.00	Rule, Myles, Mitchell, David, dos Santos. The development of receptive lexical knowledge of instructed young learners of L2 French	Basterrechea, García Mayo. The facilitative role of a pushed output task in collaborative vs individual performance	Harada. No pronunciation advantage for early learners over late learners	Hoshino. Examining difficulties in acquiring various meanings of L2 vocabulary: Core meaning or relatedness of L1 translation?	Barton, Kupisch. Genericity in adult bilingual speakers of German and French	Hasley. Scalar implicatures in L2 Spanish: Addressing the external interface debate
12.00-12.30	Corcoran, Galindo. Researching L1 use in the FL classroom: A comparative study	Grassi, Taccardo. Incidental focus-on-form in multilingual content-based classes: Evidence from the Italian context	Mora, Cerviño-Povedano. Phonological short-term memory and L2 vowel perception	Martinez. Towards a more systematic inclusion of multiword expressions in SLA research and pedagogy		
12.30-14.00	<i>Lunch and Poster Session</i>					
12.30-14.00	<p>P O S T E R S</p> <p>Abel, Vettori, Wisniewski. The second language in a multilingual context: The case of South Tyrol Agren. Silent plural morphology in written child L2 French: Like child L1 or adult L2? Ambroso, Tamponi. Lexical phenomena in C2 level written and oral productions in L2 Italian Andorno, Rosi. Polarity and agreement: Conflicting values in L2 acquisition and use of yes-no particles Arsalan. Language socialization and effective English language teaching in primary schools in Pakistan Avello Gómez. Study abroad and foreign accent: The production of /i: - ɪ/ and /æ - ʌ/ Bailey. An investigation of common vocabulary exercises in relation to the TOPRA model Boderé. The effect of language socialization on L2 acquisition of Dutch by 6-year-old toddlers Bond, Canales, Coughlan, Gabriele. Re-examining morphological sensitivity in the processing of agreement in L2 English Brien, Sabourin. Ambiguity resolution in L2 processing as a function of age of acquisition Campbell. Is there a case for employing interlingual near-homophones in instructed SLA? Caruso, Pellegrino, Mignano, De Meo. Learning Italian another way: Analogical word formation and deaf foreign learners Ceruti. Enhancing the acquisition of compound nouns. The role of 'focus on form' in formal instruction. de Bot, Persson, Reitsma, Unsworth. Evaluating early foreign language learning: Instruments and procedures Di Sabato, Di Martino. Exploring the role of translation in young learners' SLA Festman, Münte. Watching the brain coping with cross-language interference during syntactic and phonological processing: Behavioral and ERP data Gusliyenko, Safronova. What is my native language? Incomplete L1 acquisition in L2 environment Hancock, Sanell. Cross-linguistic considerations on the textual use of temporal adverbs in L2 French: A study of individual variation in a corpus Horiba, Fukaya, Saito. Is it a linguistic problem or a knowledge problem? Test performances of Indonesian nurse-candidates in Japan Kras. Auxiliary change under restructuring in child L2 grammars of Italian</p>					

PARALLEL SESSIONS						
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Muñoz	Forsberg	Revesz	Valentini	Bonvino	Caspers
14.00-14.30	Agustin Llach. The vocabulary construct: Critical constraints on word knowledge	Guijarro-Fuentes, Schmitz, Larranaga, Müller. Bilingual LI acquisition: Bare nouns in subject vs. object position	Ahmadian. The effects of guided careful online planning on Complexity, Accuracy, and Fluency in EFL learners' oral production: The case of English articles	Tasioudi, Stravrakaki, Guasti. The effect of morphological features on the comprehension of relative clauses by L2 learners of Greek	Rochecoste, Oliver. The changing learning strategy needs among university students	Wrembel. Third language phonological acquisition: An investigation into metalinguistic awareness and foreign accent
14.30-15.00	Wakabayashi, Hokari. Applying phrasal rules to lexical syntax in deverbal compounds in L2 English	Demagny, Hickmann, Hendriks, Iakovleva. Tense-aspect markers in child LI and adult L2 acquisition: Linguistic determinants in English and French	Kuiken, Vedder, Gilabert. The relationship between communicative adequacy and linguistic complexity in the written output of L1 and L2 writers	Yuan, Dugarova. Syntax-discourse interface in English speakers' L2 acquisition of Chinese Wh-topicalization	Mercier. Computational complexity and order of acquisition of interfaces in L2	Mora, Cebrian, Aliaga-García. Contrasting crosslinguistic assimilation patterns with L2 vowel discrimination ability
15.00-15.30	Wode. Vocabulary development in early English Immersion	Ewert, Tomczak. Fictive motion in English and Polish: Transfer in figurative language processing	Deconinck, Boers, Eyckmans. That sounds like it! Motivating the form-meaning connection of new L2 words	Luzi. The relative construction in L2 Italian: Instability between coordination and subordination	Frontini. Statistical profiling of L2 texts: An experiment on Italian corpora	Trofimovich, Lightbown, Halter. From listening to speaking: Learning pronunciation through comprehension practice
15.30-16.00	Coffee Break					
PARALLEL SESSIONS						
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Rastelli	Rasier	Kuiken	Sorace	Alanen	Housen
16.00-16.30	McManus. The development of aspect in L2: Mapping concept to form	Tellier, Roehr. Language learning aptitude and metalinguistic awareness in primary-school children	Llanes, Tragant, Serrano. A longitudinal analysis of the study abroad experience in terms of written performance	Murahata. Multi-cognition: Evidence from a picture categorising task by incipient child L2 users	Dewaele. The effect of general personality traits and sociobiographical factors on FL classroom anxiety in the L2, L3 and L4 of mature language learners	Bohnacker, Rosén. Can you teach information-structural patterns in a FL?

16.30-17.00	Ellert, Roberts, Järvikivi. General L2 processing effects in online pronoun resolution	Reiterer, Hu, Winkler, Ackermann. Language aptitude for sound imitation neurologically revisited: Cerebral correlates of individual differences in L2 speech imitation ability	Leśniewska, Witalisz. Cross-linguistic influence and advanced EFL learners' writing	van den Noort, Mondt, Struys, Bosch, van de Craen. What behavioural and neuroimaging differences can be seen in selective attention between monolingual and bilingual children?	Thompson. L2 vs L3 learners: Motivation, aptitude, and English as a lingua franca	
17.10-18.10	PLENARY – Chair: Ineke Vedder. Room: Aula Magna John Norris. Understanding instructed SLA: Constructs, contexts, and consequences					
18.10-19.00	PRESENTATION OF REGGIO EMILIA PRESCHOOLS					
19.30	Welcome Reception					
Friday, 3rd September 2010						
9.00-10.00	PLENARY – Chair: Maisa Martin. Room: Aula Magna Charles Alderson. Diagnosing strengths and weaknesses in S/FL reading: What do SLA and Testing have to offer?					
	PARALLEL SESSIONS					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Hendriks	Andorno	Ambroso	Schoonen	Rohde	Bardel
10.10-10.40	Czechowska. In search of the frog: Lexicalization of motion events by Polish users of English	Trenkic, Mirkovic, Altmann. Processing articles in real time: An eye-tracking study	Rallo Fabra, Juan-Garau. The effect of CLIL instruction on Spanish-Catalan EFL learners' oral production	Manchón. Learners' perceptions of the language learning potential of written output in instructed SLA: A study of advanced EFL learners	Huhta, Tarnanen, Mäntylä. From word-formation to formulaic sequences: Learners' lexical awareness and CEFR levels	Kamimoto. Effects of intentional and incidental L2 vocabulary learning on long-term vocabulary growth

10.40-11.10	Hijazo-Gascón. Why it is 'not so easy' to express motion events from an L1 to an L2 Romance language	Rastelli. Unruly auxiliaries: An eye-tracking study on auxiliary selection in L2 Italian	Lázaro, García Mayo. Faster and non-stop morphosyntactic development of CLIL vs. non-CLIL (Basque-Spanish) bilinguals learning English in high-school	van Beuningen. Evidence in support of comprehensive error correction in L2 writing	Yanagisawa. The relationship between age and success at the initial stage of L2 acquisition	Mizrahi, Laufer. Lexical competence of highly advanced L2 users: Is their collocation knowledge as good as their productive vocabulary size?
11.10-11.40	Coffee Break					
	PARALLEL SESSIONS					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7
Chair	Vedder	Schmid	Gullberg	Wagner	Salaberry	Marsden
11.40-12.10	Bulté, Housen. Definitional and methodological challenges in analyzing L2 complexity	Baten. Processability Theory: The acquisition of the German case system	Benati, Hikima. Processing instruction and discourse: The case of Japanese passive forms	Iwashita, Philp. Talking, fine tuning and L2 learning	Valls-Ferrer. Differential patterns in L2 fluency development: Which learners benefit the most from a study abroad?	Sayehli. Transfer in L3 acquisition
12.10-12.40	Michel. Cognitive task complexity and interaction: Effects on L2 oral task performance	Sasaki, Matsuoka. Use of phonological information by Japanese signers and L2 learners of Japanese in visual word recognition	Rast, Watorek, Hilton. Initial processing of morphological marking in L2 acquisition	Granger, Meunier. SLA research and learner corpus research: Friend or foe?	Pérez-Vidal. Written development in EFL: Contrasting formal instruction, study abroad, and content and language integrated learning	Cele, Gürel. Online processing of wh-dependencies in L2 English: The role of L1 and working memory capacity
12.40-13.10	Martin. Clauses and connectives in sentences = complexity?	Ruigendij, Zeller, Hentschel. L2 learners' processing of code-switches and the impact of L2 proficiency. An ERP study	Mieke, Sercu, Vandepitte. Self-efficacy, feedback and performance: An experimental study	Milton, Thomai, Mattheoudakis. Constructing the mental lexicon: Vocabulary knowledge, language skills and learning strategies	Serrano, Tragant, Llanes. The effect of 'length of stay' on the development of L2 oral performance in the case of Erasmus students	Suárez, Muñoz. Aptitude, age, and cognitive development as measured by the MLAT-E in Spanish and Catalan
13.10-14.30	Lunch and Poster Session					
13.10-14.30	POSTERS					
	Hennebry. The role of modern foreign languages in educating for European citizenship					
	Horiba, Fukaya. Second language learners' memory for narrative texts: The effect of interest					
	Kaivapalu. The influence of the related first language on the acquisition of Finnish and Estonian: A corpus-based study					
	Kawachi. Cultural stereotypes in advanced levels of foreign language (FL) learning: Reasons and implications for the learning and use of a FL					
	Kras, Vodopija-Krstanovic. Investigating the role of input in L2 acquisition					

	<p>Manchón, Naves. Individual differences in written language learning in instructed SLA Marsden, Williams, Liu. The effects of orientation of attention on the priming of verb inflections amongst beginners. Mehotcheva. Picture naming in adult FL attrition Milicevic. Overuse of possessives in translation from L2 English into L1 Serbian: Do translators undergo language attrition? Murahata. Cross-linguistic study on generic concepts: A case of Japanese and English speakers Redouane. Factors affecting language-switching in L2 composing processes: A study of L2 French adult learners Sato. The impact of short-term study abroad on Japanese EFL learners' communicative competence: A study in progress Tanaka M. Good essays in Japanese as a second language: Assessment by Japanese raters in Japan Tanaka T. L2 motivation within an SCT framework: From learners' perspectives Turco. Marking verum focus in L2 learners discourse Ullakonoja. Prosodic correlates of reading-aloud fluency in L2 Russian Yoshida, Shirahata. Performance of L2 learners after the critical period: The case of Chinese learners of Japanese Yoshimura, Nakayama. Japanese EFL learners' knowledge of move alpha: Wh-movement or Wh-scrambling?</p>						
	PARALLEL SESSIONS		T H E M A T I C C O L L O Q U I A				
	Aula Magna	Room 1	Room 3	Room 4	Room 6	Room 7	
Chair	Chini	Benati					
14.30-15.00	Spinner, Gass, Behney. Syntactic and morpho-phonological cues to gender in L2 Italian	Sterner. The acquisition of participles in German by successive bilingual children with L1 Turkish	Fasel Lauzon, Brandt.	Rasier, Caspers.	Bardel, Laufer, Lindqvist.	Rohde, Kersten.	
15.00-15.30	Means. Acquisition of grammatical gender in Italian as a FL	Milicevic, Radojevic. External possession in the interlanguage of L1 Serbian/L2 Italian speakers	What can social interaction tell us about SLA?	The prosody of non-native speech	Researching vocabulary use	Preschool L2 learning	
			(see details at the end of the programme)	(see details at the end of the programme)	(see details at the end of the programme)	(see details at the end of the programme)	
15.30-16.00	Matteini. Gender assignment vs gender agreement in L2 German	Agiasophiti. Combining processing instruction with input enhancement: A MOGUL interpretation. An L2 German study					
16.00-16.30	Schoonheere. L'acquisition du genre par des apprenants anglais et espagnols du français L2	Poarch, van Hell. Cognitive control in L2 learners of English, monolingual, bilingual, and multilingual children					

16.30-17.00							Coffee Break						
							PARALLEL SESSIONS						
		Aula Magna		Room 1		Room 3		Room 4		Room 6		Preschool L2 learning	
Chair		Giuliano		Rast		Singleton		Alderson		García Mayo			
17.00-17.30		Arends. The acquisition of the verb phrase in L2 Dutch by educated learners		Carroll. Finding structure in new words		Navés. The very long-term effects of an early start in EFL acquisition: Investigating CAF in EFL learners' Multiple Writing Profiles		Cremer, Schoonen. Accessibility of semantic networks and reading comprehension: Comparing L1 and L2 children		Schulz, Ose. How to disentangle successive bilingualism from SLI: Evidence from telicity comprehension in early successive learners of German			
17.30-18.00		Rosi, Biazzi. Constructing linguistic and metalinguistic competence in Italian L2 narratives: Aspectual features and referential movement		Thomas. Influence of input frequency versus lexical aspect in early adult and child L2 French		Hopp, Schmid. Perceived (non-)native speaker status in L2 acquisition and L1 attrition: A direct comparison		Shiotsu, Yamashita. Revisiting the construct of linguistic threshold for L2 reading: A latent trait approach based on Rasch and Structural Equation Modelling		Bird. Levels of processing, temporal distribution of practice and cognitive aging: Effects on memory and language learning			
18.00-19.00							EUROSLA ASSEMBLY GENERAL MEETING AND DOCTORAL SCHOLARSHIP AWARD						
20.00							Conference Dinner						
S a t u r d a y , 4 t h S e p t e m b e r 2 0 1 0													
							PARALLEL SESSIONS						
		Aula Magna		Room 1		Room 3		Room 4		Room 6		Room 7	
Chair		Hellermann		Rosi		Trenkic		Michel		Huhta		Granfeldt	
9.00-9.30		Hüttner. Capturing oral language proficiency: On the use of the label 'fluent' as a descriptor for interactions		Giuliano. How to contrast and maintain information in English and Italian: Additive particles, polarity markings and much more		Bonvino, Lopriore. Investigating aural comprehension processes in academic contexts		Elder. Age and language background as factors in L2 performance: The case of Asian languages in Australia		Alanen, Kalaja. L2 English questions by L1 Finnish learners across CEFR proficiency levels		Inoue. Investigating errors of Japanese Intransitive verbs' potential form: Meaning of the sentence or verb morphology?	

9.30-10.00	Schoonjans, Housen. A contextual perspective on oral L2 fluency	Andorno, Benazzo, Dimroth, Turco. Contrasting entities, contrasting predicates. Perspective-taking in L2 production of Germanic and Romance languages	Andringa, Olsthoorn, Hulstijn. Individual differences in native and non-native speaker spoken utterance comprehension	Yilmaz, Schmid. Attrition in the L1 system of Turkish late bilinguals	Dieter Thoma. Efficiently testing business English vocabulary	Hirakawa, Fujisaki, Oshima-Takane. Compound verbs in the use of Japanese by English-Japanese adult bilinguals
10.00-10.30	Theophanous, Perez-Bettan. Formulaic sequences in the narrative spoken retells by L2 learners	Lenart, Trévisiol, Watorek. The marking of reference to entities in French L2 descriptions and narratives by Japanese and Polish learners	Révész, Brunfaut. Tasks in L2 listening: Linguistic complexity and perceptions of task difficulty	Pellicer-Sánchez. Assessing native speakers' and L2 learners' lexical knowledge using reaction times	Willis, Ohashi. Modelling L2 vocabulary acquisition	
10.30-11.00	Coffee Break					
	PARALLEL SESSIONS					
	Aula Magna	Room 1	Room 3	Room 4	Room 6	
Chair	Gürel	Yuan	Hancock	Nuzzo	Gilbert	
11.00-11.30	Gullberg, Roberts, Dimroth. Word recognition at the earliest stages of SLA: Are adults better than children?	Slabakova, Campos, Leal Mendez, Kempchinsky, Rothman. Testing the Interface Hypothesis: Pragmatic features at the syntax-discourse interface in L2	Granfeldt. What did X do with Y? Development of French-speaking children's object clitic omissions in an elicitation task	Devlin. 'You wouldn't pass me the salt' – From Accusation to Request. The interplay of socio-cognitive variables on the acquisition of sociopragmatic variation	Salaberry, Comajoan. The construct of aspectual knowledge in L2 acquisition: Integrating theoretical frameworks	
11.30-12.00	Köhne, Crocker. Top-down cues help to understand foreign language input and improve word learning	Ren. L2 pragmatic development of Chinese speakers of English in an ESL context: A longitudinal investigation	Sopata. Null subjects in successive child language acquisition	Wigglesworth. The effect of different forms of feedback on learners' writing	Godfroid, Boers, Housen. Re(de)fining the construct of 'noticing': The role of awareness and attention in SLA	
12.10-13.10	PLENARY – Chair: Marina Chini. Room: Aula Magna Camilla Bettoni. Beyond canonical order: The acquisition of marked word orders in Italian as a second language					
13.10-13.20	Closing Remarks					

Thematic Colloquia – Friday afternoon: Detailed programme

<p>14.30-15.00 15.00-15.30 15.30-16.00 16.00-16.30</p>	<p>Fasel Lauzon, Brandt. What can social interaction tell us about SLA? Recalibrating key SLA concepts in the light of learners' interactional practices Fasel Lauzon, Pekarek Doehler. 'Focus on form': Whose focus? What learning? Brandt. "We try to accommodate your voice and speech": In/competence as an interactional resource Hellermann. Language as embodied, co-constructed process: Gesture, talk-in-interaction, and L2 development Wagner. Discussion</p>
<p>14.30-16.30</p>	<p>Rasier, Caspers. The prosody of non-native speech: Production and perception of suprasegmentals in L2 Introduction Caspers. The influence of erroneous stress position and segmental errors on intelligibility, comprehensibility and foreign accent Kijak. Understanding the link between L2 perception and production of stress Rasier. Accentual marking of information status in L2: Production and perception Ramirez-Verdugo. The effects of a technology enhanced environment on the acquisition of English L2 prosody</p>
<p>14.30-16.30</p>	<p>Bardel, Laufer, Lindqvist. Researching vocabulary use: Insights from corpus analysis Horst, Cobb, Collins. Teacher talk as lexical environment Lindqvist, Bardel. A new approach to the measuring of vocabulary in L2 oral production Levitzky-Aviad, Laufer. Lexical properties in the writing of L2 learners over eight years of study: Single words and multi-word units Tono. Automatic extraction of L2 criterial lexico-grammatical features across pseudo-longitudinal learner corpora: Using edit distance and neighboring cluster analysis</p>
<p>14.30-14.45 14.45-15.00 15.00-15.15 15.15-15.30 15.30-15.45 15.45-16.00 16.00-16.15 16.15-16.30 17.00-17.15 17.15-17.30 17.30-17.45 17.45-18.00</p>	<p>Rohde, Kersten. Preschool L2 learning Kersten. L2 acquisition in bilingual preschools: Evidence from an international research project Rohde. Testing children's receptive L2 vocabulary Steinlen. The ELIAS comprehension tests revisited Håkansson, Flyman Mattsson. Comprehension of English grammar – results from implicational scaling Schelleter. Vocabulary and grammar skills in monolingual English and fluent bilingual German/English children Trumpp, Neils, Steinlen. L1 acquisition in bilingual preschools: Results from the SETK Weitz, Pahl. Participant observation – Documentation and evaluation of Input and interactional quality Discussion Tiefenthal. The relevance of bilingual profiles for early L2 acquisition Wode. L2 phonological acquisition by young learners: Evidence from production Giampapa. Voices of identity, language and pedagogy: A Reggio Emilia approach across a multilingual context in Bristol Discussion</p>