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1	The flipped classroom in the Portuguese as foreign language class
2	From “overload” to “support” – Portuguese as heritage Language teachers’ perceptions on the dynamics of a community of practices in changing times
3	Context and literality in native and non-native idiom processing: Evidence from self-paced reading
4	Dialogue-based CALL: A multilevel meta-analysis
5	Re-examining foreign language enjoyment and foreign language anxiety through congruence
6	Vocabulary learning strategies: Is their selection affected by the L2 languages learnt?
7	Promoting the development of L2 complexity
8	Representations, perceptions and pedagogical practices of EPE teachers
9	Heritage Language Teaching: designing professional development
10	Prosodiya – A mobile game for German dyslexic primary-school children. Preliminary results of an RCT
11	Processing variability in novel word learning
12	The interface of explicit and implicit knowledge: A longitudinal study
13	Measuring the usage of the grammatical information encoded through verb inflection during real-time sentence comprehension: A visual-world eye-tracking study
14	How do adult L2 learners acquire English rhoticity? Perception and production of postvocalic-/r/ by Chinese learners of English
15	Overproduction in topic-continuity: A corpus study of L1 English-L2 Spanish learners
16	Temporary ambiguity, cognitive control and non-native processing: A conflict adaptation study
17	Strengthening heritage languages in migrants pupils through science outreach
18	Age in child L2: the case of finiteness
19	Exploring L1 and L2 collocational processing in typologically different languages: Evidence from corpus-based and experimental data
20	The earliest stages of second language learning: A behavioral investigation of long-term memory and age
21	Using corpus method to test the position of antecedent strategy in L1 English – L2 learners
22	Competence-adaptive, user-oriented search engine for authentic language learning texts (KANSAS)
23	Investigating the relationship between peer interaction and writing processes and outcomes in computer supported collaborative L2 writing
24	Directed motivational currents in the second language (L2) classroom
25	CEFR-based complex word identification for French and Dutch L2
26	Towards an efficient meta-level processing: The effects of concept mapping and summarization on L2 readers’ comprehension monitoring and metacognitive accuracy
27	The distributed practice effect and the explicit and implicit learning of simple and complex grammar and vocabulary
28	Task order effects on attention tasks in English and Chinese speakers
29	Improving L2 reading skills, an L2 reading strategy programme at Hogeschool Leiden