

**MULTIMODAL INPUT IN SECOND LANGUAGE LEARNING  
SYMPOSIUM PROGRAMME 2016**

Thursday 10<sup>th</sup> November, 2016

SLOT	SPEAKER
8:45 – 9:00	Registration & Welcome
9:00 – 10:00	<b>INVITED SPEAKER</b> <b>Dr. Robert Vanderplank (Oxford University, UK)</b> <i>More listening/More reading: purpose and paradox in ways of viewing captioned films in the EURECAP project</i>
10:00 – 10:30	<b>Miralpeix, Gesa</b> <i>Does watching subtitled TV series help vocabulary learning? Findings from the SUBTiLL Project</i>
10:30 – 11:00	<b>Suárez, Gesa</b> <i>Proficiency, language aptitude and modality of input as mediators of vocabulary learning in university students</i>
11:00 – 11:30	Coffee break
11:30 – 12:30	<b>INVITED SPEAKER</b> <b>Dr. Elke Peters (Leuven University, Belgium)</b> <i>Learning vocabulary through audiovisual input: the differential effect of L1 and L2 subtitles</i>
12:30 – 13:00	<b>Muñoz, Chandy</b> <i>Effects of familiarity with subtitles on watching subtitled audiovisual material. Insights from eye-tracking</i>
13:00 – 13:30	<b>Mora, Cerviño-Povedano</b> <i>Processing of function words in L2 captioned video and individual differences in executive control</i>
13:30 – 14:30	Lunch
14:30 – 15:00	<b>Vasylets, Gilabert, Ruiz Tada, Gesa</b> <i>Does exposure to enhanced multimodal input lead to better vocabulary learning? An eye-tracking study</i>
15:00 – 15:30	<b>Gilabert, Mora, Suárez, Gesa</b> <i>Aptitude, memory and attention in L2 vocabulary learning through captioned video</i>
15:30 – 16:00	Coffee break
16:00 – 17:00	<b>INVITED SPEAKER</b> <b>Dr. Danijela Trenkic (University of York, UK)</b> <i>Captioned videos and second language listening: Focus on speech segmentation</i>

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**Friday 11<sup>th</sup> November, 2016**

SLOT	SPEAKER
9:00 – 10:00	<b>INVITED SPEAKER</b> <b>Dr. Keiko Koda (Carnegie Mellon University, US)</b> <i>Reading to learn as a framework for an integrated approach to foreign language instruction and assessment</i>
10:00 – 10:30	<b>Llanes, Tragant, Pinyana, Cerviño-Povedano</b> <i>The impact of reading modality on reading fluency and comprehension in English as a foreign language: the case of children</i>
10:30 – 11:00	<b>Serrano, Vallbona, Tragant, Àndria, Pellicer-Sánchez</b> <i>Reading-while-listening in primary school: linguistic and non-linguistic outcomes</i>
<b>11:00 – 11:30</b>	<b>Coffee break</b>
<b>11:30 – 12:30</b>	<b>INVITED SPEAKER</b> <b>Dr. Stuart Webb (Western University, Canada)</b> <i>How does mode of input affect the incidental learning of multiword combinations?</i>
12:30 – 13:00	<b>Pellicer-Sánchez, Pinyana, Serrano</b> <i>Reading only vs. Reading-while-listening: An eye-tracking study</i>
13:00 – 13:30	<b>Barón, Muñoz</b> <i>Pragmatic instruction through audiovisual subtitled input in children and adult EFL classrooms</i>
<b>13:30 – 14:30</b>	<b>Lunch</b>
<b>14:30 – 15:30</b>	<b>POSTER SESSION (with coffee)</b>
<b>15:30 – 16:30</b>	<b>INVITED SPEAKER</b> <b>Dr. Michael Rodgers (Carleton University, Canada)</b> <i>The effects of captioning on discrete facets of listening comprehension of authentic television</i>