

Session (JST)	Saturday September 14 th		Chair
14:15 – 14:30	Conference Opening		Jon C
14:30 – 14:55	Joe Barcroft <i>Tracing TOPRA across task- and input-based effects in vocabulary learning</i>		Jon C
15:00 – 15:25	Irina Elgort, Lingli Du, & Anna Siyanova-Chanturia <i>Testing cross-language activation of L1 idiom meanings in L2 reading</i>		Jon C
15:30 – 15:55	Formulaic Language Kamal Heidari <i>A Longitudinal Study on Learning MWEs and L2 Learners' WTC</i>	Learning Munkhbayar Baljinnyam & Junko Yamashita <i>The time course of idiom comprehension in a second language</i>	Warren T/ Yixin W-T
16:00 – 16:25	Thomas Stones <i>The Development of Formulaic Language for Small Group Discussions</i>	Wensi Yang & Barry Lee Reynolds <i>English vocabulary learning activities for English-as-a-foreign-language young learners</i>	Warren T / Yixin W-T
16:30 – 16:45	15-minute Break		
16:45 – 17:10	Formulaic Language / Word Association Jen Jordan <i>The relationship between formulaic language in a learner corpus and teaching practice</i>	Learning Xiaochen Wang & Barry Lee Reynolds <i>Beyond the Books: Exploring Factors Shaping Chinese English Learners' Engagement with Large Language Models for Vocabulary Learning</i>	Tom S/ Dan H
17:15 – 17:40	Warren Tang & Gavin Brooks <i>Technical Vocabulary and Multi-Word Expressions in Agriculture</i>	Kiegan Odell <i>Comparative Study of High-Frequency Vocabulary in Japanese and Taiwanese Textbooks</i>	Tom S/ Dan H
17:45 – 18:10	Angela Maria Fenu <i>A Study Investigating Word Association Behaviour in People with Acquired Language and Communication Disorders</i>	Dion Clingwall <i>Investigating oral fluency relationships for L1 Japanese learners of English</i>	Tom S/ Dan H
18:15 – 18:40	Tess Fitzpatrick, Theo Mills & Steve Morris <i>From word associations to teaching interventions</i>		Tom S / Jon C

Session (JST)	Sunday September 15 th		
14:15 – 14:30	Conference Day 2 Opening		Jon C
14:30 – 14:55	Batia Laufer <i>Productive lexical knowledge and lexical use: Same, different, or related?</i>		Gavin B/ Jon C
15:00 – 15:25	Vocabulary Ivy Chuhui Lin <i>Japanese Learners' Receptive and Productive Knowledge of English Phrasal Verbs</i>	Reading / Listening Friederike Fichtner <i>Improving Vocabulary Learning with Acoustic Variability: Past and Current Research</i>	David C/ Aki Y
15:30 – 15:55	Tim Stoeckel & Allie Patterson <i>Comparing word family knowledge at three levels of contextualization</i>	Satoshi Ide & Akifumi Yanagisawa <i>What types of illustrations enhance intentional vocabulary learning?</i>	David C / Aki Y
16:00 – 16:15	15-minute Break		
16:15 – 16:40	Mojtaba Tadayonifar <i>Effects of literal underpinning of idioms and distribution schedules on contextual learning and retention of idioms</i>	Reading / Listening Ning Ren & Barry Lee Reynolds <i>A case study of applying extensive reading programs in Macau</i>	Jen J / George H
16:45 – 17:10	Speaking Yixin Wang-Taylor, Jon Clenton, & Yinna Ren <i>Impact of dialogic and triologic factors on Chinese advanced L2 learners' vocabulary use in spoken output</i>	Mahnaz Aliyar, Anna Siyanova-Chanturia, & Stephen Skalicky <i>Comparing the Efficacy of Reading and Listening for Incidental Vocabulary Learning</i>	Jen J / George H
17:15 – 17:40	Zheng Guangliang <i>Spaced Flashcards: Effective for Learning Explicit and Tacit Vocabulary Knowledge?</i>	Zhentong (Francis) Zhan, Irina Elgort, & Anna Siyanova-Chanturia <i>L2 perception of semantically prosodic verbs' emotional tendencies</i>	Jen J / George H
17:45 – 18:10	Henrik Gyllstad <i>Development and initial validation of a yes/no vocabulary test for North Sámi</i>		Gavin B / Jon C