

## CURRICULUM VITAE

**NEAL SNAPE**

Language and Linguistics  
Faculty of International Communication  
Department of English Communication  
Gunma Prefectural Women's University  
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### EDUCATION

PhD in Language and Linguistics, University of Essex, 2006

Thesis title: The acquisition of the English determiner phrase by Japanese and Spanish learners of English.

**Supervisor:** Professor Roger Hawkins

**Committee chair:** Professor Andrew Radford (University of Essex)

**co-chair:** Dr. Danijela Trenkic (University of York)

MA (with distinction) in Applied Linguistics, University of Essex, 2002

MA dissertation title: Variability in the use of the English article system by Japanese learners of English.

**Supervisor:** Professor Roger Hawkins

**Committee chair:** Professor Martha Young-Scholten

BA (2:1) Honors in Language Studies, University of Essex, 1998

Advanced Core Training in Linguistics (ACTL)

- Organised by Cambridge, RCEAL, Essex, QMUL, UCL, LLC for PhD students to gain further knowledge in Semantics, Syntax, Morphology and Phonology, (2004 – 2005)

International House, London, UK. RSA Cambridge Certificate in English Language Teaching to Adults (CELTA), 1997

City & Guilds Certificate in Teaching Basic Skills for ESOL, 1996

Colchester Institute, UK. A' level Communication Studies and AS' level English language, 1996

NetLearn Languages, UK. Certificate in On-line Teaching of English (COLTE), (1994 – 1995)

Advanced proficiency in Spanish.

Intermediate proficiency in Japanese (JLPT level 3).

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## RESEARCH POSITION

Post-doctorate position, University of Calgary, Language Research Centre, (2006 – 2007)

- Continuing with current research on second language acquisition of articles by adult Chinese learners of English.
- Led a pedagogy reading group with Tanja Kupisch.

## TERTIARY TEACHING EXPERIENCE (LIST OF COURSES TAUGHT)

**Professor, Gunma Prefectural Women's University, (current full-time position), undergraduate courses:**

Presentations

Essay Writing

Academic Writing – How to write a research paper

Introduction to Second Language Acquisition / Psycholinguistics

Introduction to Bilingualism

Seminar courses in SLA / Heritage Language Acquisition and Incomplete Acquisition

**P/T instructor, Chuo University, (current position), two second-year linguistic undergraduate courses:**

English Seminars 1-4 (SLA and Phonetics and Phonology courses): Previously, a graduate course on Psycholinguistics

**P/T instructor, University of Tokyo, (2022), one semester linguistic graduate online course in SLA**

**P/T instructor, Anaheim University, (2021), one semester linguistic graduate course entitled 'Grammar for Language Teachers'**

**Associate Professor, Hokkaido University, (2007 – 2008), undergraduate courses:**

Academic Writing

Academic Reading

Speaking

Listening

Debate and Discussion

Introduction to Linguistics

**Teaching Assistant, University of Essex, (2005 – 2006), undergraduate course:**

LG105 Foundations of Linguistics

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## **EFL TEACHING EXPERIENCE**

### **University of Calgary, (2007)**

Instructor on the English for Academic Purposes Program

- Prepared and taught speaking/listening classes.

### **AEON Corporation, Japan, (2002 – 2003)**

EFL teacher to adults

- Prepared and taught classes for elementary up to advanced groups.
- Evaluated students' progress by writing monthly reports.
- Frequently interviewed prospective students.
- Headed a Self-Study Campaign.
- Designed materials and posters for the school.

### **Colchester English Study Centre, UK, (2002)**

EFL teacher to adults

- Responsible for planning and teaching lessons to intermediate and upper intermediate groups.
- Evaluated students' progress by writing reports.

### **Japanese Exchange and Teaching Programme (JET), Miyagi Prefecture, Japan (1998 – 2001)**

Assistant Language Teacher (ALT) at two senior high schools

- Adapted to living and working in Japan.
- Created and taught lessons to adults and high school students for 3 years.
- Developed communicational skills in English and Japanese.
- Worked as a team with Japanese teachers in planning lessons.
- Collaborated with Japanese teachers on curriculum development.
- Planned events and activities.
- Gave presentations at professional conferences and seminars for teachers of English.
- Created and distributed my own material to aid the teaching of English using computers.

### **Pierre Guichard School of Languages, UK, (1997)**

EFL teacher to French students

- Planned and created lessons plans for a summer school.
- Gained understanding into student's needs.

## **The Adult Education Centre, Greyfriars College, Colchester, UK, (1995 – 1996)**

Part - time volunteer teacher of English to speakers of other languages

- Taught English to a small multilingual group.
- Followed and delivered lesson plans.
- Planned lessons with other volunteers and teachers.

## **SERVICE TO GUNMA PREFECTURAL WOMEN'S UNIVERSITY**

<b>Name</b>	<b>Degree</b>	<b>Role</b>	<b>Completion date</b>
Hiroko Kawashima	MA	Member of her defense	Completion in December 2010
Yuki Sakaguchi	MA	Supervisor	Completion in December 2011
Yoshihiko Iizuka	MA	Supervisor	Completion in December 2012
Luzinete de Lima Nagatani	MA	Supervisor	Completion in September 2016
Erica Muramoto	MA	Member of her defense	Completion in December 2016
Natsuki Fukuda	MA	Member of her defense	Completion in January 2017
Momoka Hyoda	MA	Member of her defense	Completion in January 2018
Angela Karsten	MA	Member of her defense	Completion in January 2017

## **AWARDS**

- Fellowship for post-doctorate position supported as part of the Province of Alberta's ACCESS grant in second language learning, (2006 – 2007)
- Economic and Social Research Council (ESRC) scholarship for postgraduate funding, (2003 – 2006)

## RESEARCH GRANTS

- *Theoretical and Empirical Research on Linguistic Knowledge and Performance among Second / Third Language Learners and Heritage Speakers*. supported by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: Makiko Hirakawa (Chuo University). Other project members include John Matthews (Chuo University), Tomo Matsui (Chuo University), Michiko Fukuda, Kazue Takeda (Bunkyo University), Kazunori Suzuki (Kogakuin University), **Neal Snape** and Mari Umeda (Gunma Prefectural Women's University) (2022-2025).

[This research targets second language (L2), third language (L3), and heritage language, and develops their linguistic knowledge (especially form / syntax, pragmatics) and linguistic performance (especially for sentence processing and pragmatics). The purpose is to clarify the relationship between the two and the influence between languages. In today's globalized society, research on L2, L3, and heritage languages is a socially important issue. If linguistic competence is low, there is a high possibility that linguistic performance problems will occur and smooth communication with others will not be established. In addition, when multiple languages are involved, there is a possibility that the promotion effect and suppression effect will work in the process of learning the mother tongue (L1) / heritage language / L2 / L3. Specifically, we will conduct empirical research focusing on the following language acquisition environment, aiming for theoretical contribution and social contribution to language education: Inheritance of foreign children and adults living in Japan (Acquisition and retention in a limited environment such as home), Japanese (learning L2 / L3 in a natural environment such as school or society), foreign languages including English (L2 / L3 in a limited foreign language learning environment such as a classroom) L3 acquisition), languages of multilingual speakers residing in Western countries (acquisition of L2, L3, inherited words)].

- *Development of the English Nominal Domain in Adult Second Language*, supported by Grant-in-Aid for Scientific Research (C) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: **Neal Snape** (Gunma Prefectural Women's University). Other project members include Mari Umeda (Gunma Prefectural Women's University) and Hironobu Hosoi (Gunma Prefectural Women's University), (2017-2023).

[This research project is currently ongoing, and we requested a two-year extension because of the coronavirus pandemic. It investigates second language (L2) acquisition of the nominal domain in English, focusing on the definite article, *the*, and the count-mass distinction, by adult Japanese-speaking learners of English. A cross-sectional investigation, testing learners at different proficiency levels (beginners, elementary, intermediate, advanced and near-native speakers) will be carried out to examine the following three issues: (i) to what extent the nominal domain of learners' first language (L1), i.e., Japanese, influences the definite article use and count-mass distinction in L1 Japanese/L2 English interlanguage (IL) grammars, (ii) whether or not there are particular developmental IL stages in the acquisition of the English definite article and count-mass distinction, (iii) what the ultimate attainment (end-state) of the English definite article use and count-mass distinction for Japanese-speaking learners looks like in terms of competence and performance. This study is a

detailed investigation into the stages of IL development, aiming to show the nominal domain of the L1 Japanese/L2 English IL grammars at the initial-, medial- and end-states.]

- *Second language processing from the perspective of grammatical illusions and its application to English pedagogy*, supported by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: Noriaki Yusa (Miyagi Gakuin Women's University). Other project members include Noriko Yoshimura (University of Shizuoka), Douglas Roland (University of Tokyo), Yoichi Yamamoto (Osaka University), Jeong Hyeonjeong (Tohoku University), Kim Jungho, (Tohoku University) **Neal Snape** (Gunma Prefectural Women's University) and Toshiyuki Yamada (Gunma University) (2017-2022).

[This research project is currently ongoing, and we requested a one-year extension because of the coronavirus pandemic. Part of the project includes an L3 study, looking at L1 Japanese L2 English L3 Spanish acquisition of articles in English and Spanish. The L3 group is going to be compared with an L2 English group.]

- *Theoretical and Empirical Research on Sentence Processing and Comprehension among Heritage Language Speakers and Second Language Learners*, supported by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: Makiko Hirakawa (Chuo University). Other project members include William O'Grady (University of Hawaii), John Matthews (Chuo University), Michiko Fukuda, Kazue Takeda (Bunkyo University), Kazunori Suzuki (Kogakuin University), **Neal Snape** and Mari Umeda (Gunma Prefectural Women's University), (2017 – 2023)

[This research project is currently ongoing, and we requested a two-year extension because of the coronavirus pandemic. This project is an extension of the previous projects with the aim of testing heritage learners of Japanese in Hawaii, L1 Chinese L2 Japanese adults, Japanese native speakers in sentence processing using eye-tracking equipment. Project members have already collected and analyzed data and have presented findings at international conferences (see enclosed C.V for details). We hope to be able to collect more data this year.]

- *Theoretical and Empirical Research on Cross-linguistic Effects in Heritage and Second Language Acquisition*, supported by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: Makiko Hirakawa (Chuo University). Other project members include John Matthews (Chuo University), Michiko Fukuda, Kazue Takeda (Bunkyo University), Yahihiro Hirakawa (Tokyo Institute of Technology), **Neal Snape** and Mari Umeda (Gunma Prefectural Women's University), (2015 – 2017).

[This research project aimed to investigate the acquisition of Japanese, English, and Tagalog by heritage speakers and L2 learners using both offline and online methods. Studies targeting the interpretations of and online processing of Japanese reflexives by Japanese native speakers, Chinese-speaking learners of Japanese and heritage speakers of Japanese (L1 English) have been conducted. In an offline task, Chinese-speaking learners showed that their interpretations of Japanese reflexives were not target-like, likely due to L1 influence.

The results from the online experiments from Japanese native speakers and heritage speakers continue to be analyzed.]

- *Theoretical and Empirical Research on the Development and Loss of Grammar in Second Language Acquisition*, supported by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Principal Researcher: Makiko Hirakawa (Bunkyo University). Other project members include Yahiro Hirakawa (Tokyo Engineering University), **Neal Snape** and Hironobu Hosoi (Gunma Prefectural Women's University), Naoko Narita (Bunkyo University), Michiko Fukuda (Bunkyo University), Yuri Fujisaki (Tokyo International University), Noriko Okamoto (Tokyo International University) and John Matthews (Chuo University), (2009 – 2014).

[This research project aimed to clarify (1) how the children of foreign nationals living in Japan acquire the Japanese language and lose their first languages, (2) how L1 Japanese children who return from English-speaking countries retain or lose the L2 language (English), and (3) how L1 (Japanese or English) affects L2 (English or Japanese) acquisition of grammar, morphology and phonology. The above studies have collected cross-sectional and longitudinal data to shed new light on the issues of previous research on L2 language acquisition and L1 retention and attrition and to improve the previous analyses of those issues.]

- *The Acquisition of English Article Use and Tense by Japanese Learners after the Sensitive Period*, supported in part by Grant-in-Aid for Scientific Research (B) from the Ministry of Education, Culture, Sports, Science and Technology, Japan. Advisors are Lydia White, David Birdsong and Andrea Moro. Principal Researcher: Noriaki Yusa (Miyagi Gakuin Women's University). Other project members include Masatoshi Koizumi (Tohoku University), Kim Jongho (Tohoku University) **Neal Snape** (Gunma Prefectural Women's University) and Kuniya Nasukawa (Tohoku Gakuin University), (2009 – 2012).

[This research project investigated the use of articles by adult Japanese L2 learners of English. A workshop was organized on the pedagogy of articles. A number of scholars were invited to give talks.]

- *Heritage Language Reversal: Phonological Processing in L2 English by Child Returnees*, special research travel grant awarded by Gunma Prefectural Women's University, Japan. Principal Researcher: **Neal Snape**, (2016).

[This study is part of a larger project *Theoretical and Empirical Research on Cross-linguistic Effects in Heritage and Second Language Acquisition*. The travel grant was used for travel expenses to the Heritage Language Acquisition Workshop 2016, Tromsø, Norway.]

- *Understanding the Complexities of English Article Use and Choice*, special research travel grant awarded by Gunma Prefectural Women's University, Japan. Principal Researcher: **Neal Snape** and Mari Umeda (Co-investigator), (2014).

[This research project investigated the effectiveness of explicit instruction on English article use. The travel grant was used for travel expenses to the GASLA 2015 conference, Bloomington, Indiana, U.S.A.]

- *Child Returnees and L2 attrition workshop*, special research grant awarded by Gunma Prefectural Women's University, Japan. Principal Researcher: Miho Komura, **Neal Snape** (Co-investigator) and Hironobu Hosoi (Co-investigator), (2012).

[Two invited speakers, Dr. Asako Yoshitomi and Dr. Machiko Tomiyama gave talks about Japanese child returnees who undergo some L2 attrition of English once they return to their home country.]

- Morgan Advanced Studies Institute (MASI) funding from Swansea University for 2023-2024 for a project entitled 'Eyetracking study investigating the processing of noun phrases by Welsh/English bilinguals' including a self-paced reading task using Gorilla. Principal Researcher: **Neal Snape**, Vivienne Rogers (Co-investigator).

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## MEMBERSHIPS AND PROFESSIONAL ORGANIZATIONS

Japan Second Language Association [J-SLA] (currently)

Japanese Society for Language Sciences [JSLS] (currently)

European Second Language Association [EuroSLA] (currently)

British Association for Applied Linguistics [BAAL] (previously)

American Association for Applied Linguistics [AAAL] (previously)

Japan Association for Language Teachers [JALT] (previously)

Personal website: <http://www.nealsnape.com>

Institution website: <https://www.gpwu.ac.jp/dep/int/eng/post-8.html>

ResearchGate: <https://www.researchgate.net/profile/Neal-Snape>

ORCID ID: <https://orcid.org/0000-0002-5792-6088>

Open Science Foundation: <https://osf.io/7usy4/>

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## ACADEMIC SERVICE TO LINGUISTICS

- Reviewer for *Linguistics* (2023)
- PhD supervisor to Jenny Tovar at Anaheim University, CA (from 2022)
- Editorial Board member for *Japanese Society for Language Sciences* (from 2022)
- External examiner and oral examiner for Tomader Alfraikh's PhD thesis, University of Leeds, UK (2022)
- Reviewer for The Leverhulme Trust (2022)
- Reviewer for *Poznan Studies in Contemporary Linguistics* (2021)
- Commissioned review for *The Routledge Handbook of Second Language Acquisition, Morphosyntax, and Semantics* (2021)
- External examiner and oral examiner for Afnan Aboras's PhD thesis, Swansea University, UK (2021)
- Reviewer for *Cambridge University Press*: L3 acquisition book proposal (2021)
- Advisory Board member for *Journal of the European Second Language Association* (from 2021)
- Editorial Board member for *Second Language Research* (from 2020)
- Editorial Board member for *Pedagogical Linguistics* (from 2020)
- Commissioned review for Routledge of *Second Language Research: Methodology and Design* 2<sup>nd</sup> edition (2019)
- External examiner and oral examiner for Jelena Horvatic's PhD thesis, University of York, UK (2019)
- Associate Editor for *Linguistic Approaches to Bilingualism* (from 2018 ~)
- Editorial Board member for *Second Language* (2017, 2018)
- SAGE Open Article Editor (since 2012)
- Reviewer for the *National Science Foundation*: PhD proposal (2018)
- Reviewer for *Cambridge University Press*: Book proposal
- Reviewer for *Canadian Journal of Linguistics* (2018)
- Reviewer for *Journal of Second Language Studies* (2018)
- Reviewer for *Studies in Second Language Acquisition* (2018)
- Reviewer for *Languages* (2017, 2018)
- Reviewer for *Journal of the European Second Language Association* (2017)
- Editor for PacSLRF 2016 proceedings (2017)
- Reviewer for John Benjamins, *Meaning and Structure in Second Language Acquisition*. In honor of Roumyana Slabakova (2018)
- External examiner and oral examiner for Jiayan Lin's PhD thesis, University of Auckland, Australia (2017)
- External examiner and oral examiner for Mona Sabir's PhD thesis, University of Leeds, UK (2015)
- Member of the Generative Approaches to Second Language Acquisition Abstract Reading Committee (2015)
- External examiner for Gavin Austin's PhD thesis, University of Queensland, Australia (2014)
- Commissioned review for Routledge of *Second Language Research: Methodology and Design* (2013)
- Reviewer for *Folia Linguistica* (2012)
- Reviewer for the Proceedings of the Generative Approaches to Language Acquisition in North America (2012)
- Reviewer for *Japan Second Language Sciences Proceedings* (2012)

- Reviewer for *Hong Kong Journal of Applied Linguistics* (2011)
  - Reviewer for *Applied Psycholinguistics* (2011, 2017 – 2018)
  - Reviewer for *Linguistic Approaches to Bilingualism* (2011, 2014 – 2018 ~)
  - Member of the Editorial and Advisory Board of the International Journal of Research in ELT (IJRELT) (online journal from 2011)
  - Reviewer for Mable Chan's research proposal, 'Articles in Cantonese/English Interlanguage and Pedagogical Implications', which has been submitted to the Research Grant Council (RGC) of Hong Kong (2011)
  - Reviewer for John Benjamins, *The Development of Grammar: Language acquisition and diachronic change*. In honour of Jürgen Meisel (2010)
  - Reviewer for *Cambridge Handbook on Second Language Acquisition* (2010)
  - Member of the Japan Second Language Association Steering Committee from 2009 ~
  - Member of the Japan Association for Language Teachers National Abstract Reading Committee from 2009 ~
  - External examiner for Jun Matoba's PhD thesis, University of Queensland, Australia (2008)
  - Reviewer for *Bilingualism: Language and Cognition* (2009 – 2013, 2021)
  - Reviewer for *International Journal of Bilingualism* (2009 – 2010)
  - Reviewer for *Language Learning* (2009 – 2012)
  - Reviewer for *Lingua* (2011, 2018)
  - Reviewer for *Language Acquisition* (2009, 2014 – 2019)
  - Reviewer for *Second Language Research*
  - Ad-hoc reviewer for *Second Language Research* (2008)
  - Reviewer for a special edition of *Second Language Research* on third language acquisition (2009)
  - Reviewer for a special edition of *Lingua* on nativist and emergentist approaches to second language acquisition (2008)
  - Reviewer for *System* (2008 – 2009, 2015)
  - Editor of *Essex Graduate Student Papers in Language and Linguistics* (EGSPLL) (2005 – 2007)
  - Reviewer for the LangUE 2006 conference at the University of Essex
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## PUBLICATIONS

### *Books / Edited volumes*

Linguistic Approaches to Bilingualism Epistemological issue (2024): Epistemological issue: The importance of features and exponents: Dissolving Feature Reassembly. (eds.) C. Flores and **N. Snape**.

Linguistic Approaches to Bilingualism Epistemological issue (2023): The dynamics of bilingualism in language shift ecologies. (eds.) C. Flores and **N. Snape**.

Linguistic Approaches to Bilingualism Epistemological issue (2022): Bilingual language development in autism. (eds.) C. Flores and **N. Snape**.

Linguistic Approaches to Bilingualism Epistemological issue (2021): Sources of knowledge in L3 acquisition. (eds.) C. Flores and **N. Snape**.

Linguistic Approaches to Bilingualism Epistemological issue (2019): Prosodic effects on L2 grammars. (eds.) C. Flores and **N. Snape**.

Linguistic Approaches to Bilingualism Epistemological issue (2018): A formalist perspective on language acquisition. (eds.) C. Flores and **N. Snape**.

Conference Proceedings of PacSLRF 2016. Edited by Hirakawa, M., J. Matthews, K. Otaki, **N. Snape** and M. Umeda.

Snape, N. and T. Kupisch. (2016). *Second Language Acquisition: Second Language Systems*. Croydon, UK: Bloomsbury Publishers.

Snape, N, Y-k. I. Leung and M. Sharwood Smith (2009). *Representational Deficits in SLA*. In honor of Roger Hawkins. edited volume by LALD series: Amsterdam: John Benjamins.

Snape, N. (2008). *The acquisition of the English determiner phrase by L2 learners: Japanese and Spanish*. Saarbrücken, Germany: VDM Verlag.

### ***Chapters in edited volumes (with referees)***

Kupisch, T. and **N. Snape**. (2024). Articles: Genericity. In T. Ionin, S. Montrul, and R. Slabakova (eds.) *The Routledge Handbook of Second Language Acquisition, Morphosyntax and Semantics*, (pp. 195-209), Routledge.

Snape, N. (2023). 揺らぎ仮説 (The Fluctuation Hypothesis) and a summary of R. Hawkins and C. Y. H. Chan (1997) "The Partial Availability of UG in SLA: The Failed Functional Features Hypothesis." In N. Yusa, M. Koizumi, T. Nomura, K. Masutomi (eds.), 言語理論・言語獲得理論から見たキータムと名著解題[Key terms and commentary on well-known books from the perspective of language theory and language acquisition theory], (pp. 106-107: pp. 202-204), Kaitakusha Publisher.

Snape, N. (2023). 第二言語習得に 5 おける冠詞の習得 - 明示的知識と暗示的知識 [Acquisition of articles in second language acquisition: Explicit and implicit knowledge]. In A. Otaki, K. Suda, Y. Nakagawa and H. Yokota (eds.), 第二言語習得研究の科学 3 - 人間の能力. (pp. 83-101), Kurosio Publishers.

Snape, N. (2022). Suppliance of functional morphology by L1 Chinese L2 English speakers: The Prosodic Transfer Hypothesis and pedagogical implications. In Chan, M., Benati, A. (eds). *Challenges encountered by Chinese ESL learners in L2 acquisition: Problems and Solutions from complementary perspectives*, (pp. 285-304), New York: Springer.

Flores, C. and **N. Snape**. (2021). Language attrition and heritage language reversal in returnees. In S. Montrul and M. Polinsky, (eds.), *Cambridge Handbook of Heritage Languages and Linguistics*, (pp 351-372), Cambridge, UK: Cambridge University Press.

- Snape, N. (2020). Post-instruction processing of generics in English by Japanese L2 learners. In A. Trotzke and T. Kupisch (eds.), *Formal Linguistics and Language Education: New Empirical Perspectives*, (pp. 155-178), Switzerland: Springer.
- Snape, N. (2017). 日本人英語学習者による冠詞の習得 [The acquisition of articles by Japanese L2 learners: An overview]. In T. Shirahata and K. Suda (eds.), 第二言語習得研究モノグラフシリーズ 1 名詞句と音声・音韻の習得, (pp. 1-26), Kurosio Publishers.
- Snape, N. and S. Sekigami. (2016). Japanese L2 speakers' acquisition of the English definiteness effect. In S. Fischer, T. Kupisch, E. Rinke (eds), *Definiteness Effects in Diachrony, Typology and Acquisition*. (pp. 424-446), Cambridge, UK: Cambridge Scholars Press/CSP.
- Kupisch, T., N. **Snape** and I. Stangen. (2013). Foreign language acquisition in heritage speakers: The acquisition of articles in L3-English by German-Turkish bilinguals. In J. Duarte and I. Gogolin (eds.), *Linguistic Superdiversity in Urban Areas. Research Approaches*, (pp. 99-122). Amsterdam: John Benjamins.
- Snape, N and N. Yusa. (2013). Explicit article instruction in definiteness, specificity, genericity and perception. In Melinda Whong, Kook-Hee Gil and Heather Marsden (eds.), *Universal Grammar and the Second Language Classroom* (pp. 161-183). Dordrecht: Springer.
- Kupisch, T, M. Anderssen, U. Bohnacker and N. **Snape**. (2009). Article acquisition in English, German, Norwegian and Swedish. In Ronald W. Leow, Héctor Campos and Donna Lardiere (eds.), *Georgetown University Round Table on Languages and Linguistics (GURT) 2007 Proceedings*. (pp. 223-235). Washington: Georgetown University Press.
- Snape, N. (2009). Exploring Mandarin Chinese speakers' article use. *Representational Deficits in SLA. In honor of Roger Hawkins*. edited volume by LALD series: John Benjamins.
- Articles in refereed journals**
- Laméris, T., M. Kubota, T. Kupisch, J. Cabrelli, N. **Snape** and J. Rothman (to appear). Language change in Japanese-English bilingual returnee children over the course of five years: evidence from accent-rating. *Second Language Research*.
- Snape, N., H. Hosoi and M. Umeda (2024). Second language processing of English definite noun phrases by Spanish speakers and Japanese speakers. *Current State of Second Language Studies in Japan. Special Issue of Journal of Second Language Studies*, 6(2), 317-345.
- Hirakawa, M., M. Umeda, N. **Snape** and J. Matthews (2024). An investigation of subject-orientation in the processing of Japanese reflexive zibun by native Japanese and Chinese-speaking learners. *Current State of Second Language Studies in Japan. Special Issue of Journal of Second Language Studies*, 6(2), 346-376.
- Snape, N. (2019). The acquisition of articles: The story so far. *Special Issue of Second Language*, 18, 7-24.

- Umeda, M., **N. Snape**, N. Yusa and J. Wiltshier (2019). The long-term effect of explicit instruction on learners' knowledge on English articles. *Language Teaching Research, Special Issue: Grammatical Meaning and the Second Language Classroom*, 23(2), 179-199.
- Snape, N. and M. Umeda (2018). Addressing fluctuation in article choice by Japanese learners of L2 English through explicit instruction. *Instructed Second Language Acquisition, Special Issue: Second Language Teaching and Generative Linguistics*, 2(2), 164-188.
- Snape, N. (2018). Definite generic vs. definite unique in L2 acquisition. *Journal of the European Second Language Association*, 2(1), 83-95. DOI: <http://doi.org/10.22599/jesla.46>.
- Snape, N. and H. Hosoi. (2018). Acquisition of scalar implicatures: Evidence from adult Japanese L2 learners of English. *Linguistic Approaches to Bilingualism*, 8(2), 163-192.
- Snape, N. (2016). Judgments of articles in L2 English by a child returnee: A case study. *JSLIS Invited symposium. Studies in Language Sciences: Journal of the Japanese Society for Language Sciences*, 15, 71-95, Kaitakusha, Tokyo, Japan.
- Xu, Q., Y. Shi and **N. Snape** (2016). A study on Chinese students' acquisition of English articles and interlanguage syntactic impairment. *Chinese Journal of Applied Linguistics*, 39(4): 459-483.
- Snape, N., J. Matthews, M. Hirakawa, Y. Hirakawa and H. Hosoi. (2014). Aspect in L2 English: A longitudinal study of four Japanese child returnees. In L. Roberts, I. Vedder and J. H. Hulstijn (eds.), *EUROSLA Yearbook*, 14: pp. 79-110. Amsterdam: John Benjamins.
- Snape, N. (2013). Japanese and Spanish adult learners of English: L2 acquisition of generic reference. *Studies in Language Sciences: Journal of the Japanese Society for Language Sciences*, 12, 70-94, Kaitakusha, Tokyo, Japan.
- Snape, N, M. del P. García Mayo and A. Gürel. (2013). L1 transfer in article selection for generic reference by Spanish, Turkish and Japanese L2 learners. *International Journal of English Studies*, 13(1): 1-28.
- Snape, N. and T. Kupisch. (2010). Ultimate attainment of second language articles: A case-study of an endstate second language Turkish–English speaker. *Second Language Research*, 26(4): 527-548.
- Snape, N. (2008). Resetting the Nominal Mapping Parameter: definite article use and the count – mass distinction in L2 English. *Bilingualism: Language and Cognition* 11(1): 63-79.
- Hawkins R., S. Al-Eid, I. Almahboob, P. Athanasopoulos, R. Chaengchenkit, J. Hu, M. Rezai, C. Jaensch, Y. Jeon, A. Jiang, Y-k. I. Leung, K. Matsunaga, M. Ortega, G. Sarko, **N. Snape**, K. Velasco-Zarate. (2006). Accounting for English article interpretation by L2 speakers. In Foster-Cohen, S. H. (ed.), *EUROSLA Yearbook*, 6: 7-25. Amsterdam: John Benjamins.
- Snape, N. (2005). The certain uses of articles in L2-English by Japanese and Spanish speakers. *Durham and Newcastle Working Papers in Linguistics*. vol. 11, 155-168.
- Snape, N. (2005). The use of articles in L2 English by Japanese and Spanish learners. *Essex Graduate Student Papers in Language and Linguistics*. vol. 7, 1-23.

***Conference proceedings (with referees)***

Snape, N., M. Umeda, J. Wiltshier and N. Yusa (2016). Teaching the complexities of English article use and choice for generics to L2 learners. In *Proceedings of the 13<sup>th</sup> Generative Approaches to Second Language Acquisition Conference (GASLA 2015)*, ed. D. Stringer, J. Garrett, B. Halloran, and S. Mossman, 208-222. Somerville, MA: Cascadilla Proceedings Project.

Snape, N., M. Hirakawa, Y. Hirakawa, H. Hosoi and J. Matthews. (2014). L2 English generics: Japanese child returnees' incomplete acquisition or attrition? In *Selected Proceedings of the 2012 Second Language Research Forum: SLA in Many Contexts*, ed. R. T. Miller, K. I. Martin, C. M. Eddington, A. Henery, N. M. Miguel, A. Tseng, A. Tuninetti and D. Walter. (pp. 155-169). Somerville, MA: Cascadilla Proceedings Project.

Snape, N., M. Hirakawa, Y. Hirakawa, H. Hosoi and J. Matthews. (2013). The role of genericity in online grammar processing by Japanese adult L2 learners and Japanese child L2 learners of English. In *Proceedings of the 12th Generative Approaches to Second Language Acquisition Conference (GASLA 2013)*, ed. J. C. Amaro, T. Judy and D. P. Cabo, 193-202. Somerville, MA: Cascadilla Proceedings Project.

Snape, N., M. del P. García Mayo and A. Gürel (2009). Spanish, Turkish, Japanese and Chinese L2 learners' acquisition of generic reference. In *Proceedings of the 10<sup>th</sup> Generative Approaches to Second Language Acquisition Conference (GASLA 2009)*, ed. M. Bowles, T. Ionin, S. Montrul and A. Tremblay, 1-8. Somerville, MA: Cascadilla Proceedings Project.

Snape, N. (2007). Japanese Speakers' Article omission in L2 English: Evidence against the Prosodic Transfer Hypothesis? In *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA)*, ed. A. Belikova, L. Meroni, and M. Umeda, 394-405. Somerville, MA: Cascadilla Proceedings Project.

Snape, N., Y-k. I. Leung and H-C. Ting (2006). Comparing Chinese, Japanese and Spanish Speakers in L2 English Article Acquisition: Evidence against the Fluctuation Hypothesis? In *Proceedings of the 8<sup>th</sup> Generative Approaches to Second Language Acquisition Conference (GASLA 2006)*, ed. Mary Grantham O'Brien, Christine Shea, and John Archibald, (pp. 132-139). Somerville, MA: Cascadilla Proceedings Project.

Snape, N. (2006). L2 acquisition of definiteness and specificity in English by advanced Japanese and Spanish learners. In A. Belletti, E. Bennati, C. Chesi, E. Di Domenico and I. Ferrari (eds.), *Language Acquisition and Development. Proceedings of the Generative Approaches to Language Acquisition Conference 2005*, (pp. 500-504). Cambridge, UK: Cambridge Scholars Press/CSP.

Snape, N. (2006). Do L2 learners have problems (re)-setting parameters? Evidence from the nominal domain in English. *CamLing 2006 Proceedings*. 205-212.

Snape, N. (2005). Article use in L2 English: Missing Surface Inflection Hypothesis (MSIH) or Representational Deficit Hypothesis (RDH)? *CamLing 2005 Proceedings*. 159-165.

### ***Other (without referees)***

Snape, N. and N. Aragaki (2023). Brazilian Portuguese heritage speaker competence: Inflected infinitives and role of language input. *University of Tokyo Bulletin*, 29, 29-41.

Snape, N. (2012). Japanese and Spanish adult learners of English: L2 acquisition of generic reference. The 14th Annual Conference of the *Japanese Society of Language Sciences (JSLS) conference handbook*, 89-92.

Snape, N. (2010). Accounting for patterns of article choice by EFL learners. *Gunma Prefectural Women's University Bulletin*, 30.

Snape, N. (2003). Pronoun case assignment by children with Specific Language Impairment. *Studies in Japanese Language Teaching*. vol.10, 49-64.

## **INVITED TALKS**

**2024**

### **L3 Workshop 2024, Tokyo, Japan**

The acquisition of determiners in L3 German: Teasing apart L1 / L2 transfer effects

**2021**

### **Swansea University, Language Research Centre, UK.**

Language change in Japanese-English bilingual returnee children - VOTs and GFA.

**Invited workshop: Methodology Workshop on the Testing of Genericity** – Organized by the AcqVA group at NTNU.

An L2 English learner's perspective of genericity

**2020**

**Invited workshop:** Creating a self-paced reading task with SuperLab, and analyzing the results with Excel and R Studio. Chuo University, Atami, Japan

**2019**

**J-SLA Invited Forum:** Effectiveness of explicit instruction in advancing acquisition of implicit language competence

**Presenters:**

John Matthews (Chuo University)  
 Makiko Hirakawa (Chuo University)  
 Neal Snape (Gunma Prefectural Women's University)

**Discussants and Panel coordinators:**

Shigenori Wakabayashi (Chuo University)  
 Mari Umeda (Gunma Prefectural Women's University)

**2019****UNACAR, Ciudad del Carmen, Mexico.**

The acquisition of tense and aspect agreement in L2 English

Praat workshop

**University of York, UK.**

Tense/aspect-agreement violations in Japanese L2 English

**2018**

**J-SLA Autumn Research Forum:** Acquisition of articles (DPs)

**Chair:** Neal Snape

**Presenters:**

Kook-Hee Gil (University of Sheffield)  
 Mutsumi Ogawa (Nihon University)  
 Kazumi Yamada (Kwansei Gakuin University)  
 Shigenori Wakabayashi and Takayuki Kimura (Chuo University)  
 Neal Snape (Gunma Prefectural Women's University / Chuo University)

**University of Greenwich, UK.**

Article choice by Japanese L2 learners: An intervention study.

**Swansea University, UK.**

Praat workshop (videos).

Full CV / Snape / February 2024



**Swansea University, UK.**

Teaching English article choice to L2 learners.

**2017**

**University of Southampton, UK.**

Heritage language reversal: The production of articles and voice onset time (VOT) by Japanese returnees.

**University of Reading, UK.**

Heritage language reversal: The production of voice onset time (VOT) by Japanese returnees.

**2016**

**University of Hawai'i Manoa, Hawai'i.**

with Takeda, K., Umeda, M., Hirakawa, M., Fukuda, M., Hirakawa, Y. and Matthews, J. An experimental investigation of a three-way classification of the Japanese reflexive *zibun*: A preliminary study.

**2014**

**JSLs Invited symposium:** Limited input in language acquisition: What role does limited input play in the language skills among returnees and language learners? **Bunkyo University, Japan.**

**Presenters:**

John Matthews (Chuo University)

Neal Snape (Gunma Prefectural Women's University)

Makiko Hirakawa (Bunkyo University, Japan)

**Discussants:**

Silvina Montrul (University of Illinois at Urbana-Champaign)

Kazumi Matsuoka (Keio University)

**2013**

**Bunkyo University, Japan.**

Article use by Japanese L2 learners: Types of problems and possible explanations.

**2012**

**Workshop at J-SLA summer seminar, Hachioji, Japan.**

A longitudinal study of 4 Japanese returnees: Tense and Aspect.

**Centre Linguistic Diversity Management in Urban Areas (LiMA), University of Hamburg, Germany.**

Article use by Japanese speakers: A longitudinal study of three sisters.

**Centre of Language and Literature (SOL), Lund University, Sweden.**

Acquisition of L2 English generics by Japanese and Spanish speakers.

**Workshop at Miyagi Gakuin Women's University, Sendai, Japan.**

Hirakawa, M. & N. Snape. 日本人英語使用者の時制習得の問題点 (L1 Japanese L2 English learners acquisition of tense).

**2011**

**Workshop at J-SLA summer seminar house, Kyoto, Japan.**

Second language acquisition: L2 learners' interlanguage grammars.

**2010**

**Workshop at Miyagi Gakuin Women's University, Sendai, Japan.**

日本人英語学習者の冠詞習得の問題点 (Problems with the acquisition of articles by Japanese learners of English).

**2009**

**Brown Bag talk at Stony Brook University, New York, U.S.A.**

The role of the L1 in L2 article acquisition: What transfers?

**2008**

**Faculty of Foreign Languages, Ningbo University, China.**

L2 articles: Acquisition of definiteness, specificity and generics.

**J-SLA Autumn Seminar, Daito Bunka Meeting Center, Tokyo, Japan.**

The acquisition of DP by L2 learners: Types of problems and possible explanations.

**Hokkaido University, Sapporo, Japan.**

Can Japanese, Spanish and Turkish speakers acquire English articles used for generic reference?

**2007**

**Department of Linguistics Colloquium, University of Calgary, Canada.**

The Article Choice Parameter and the Fluctuation Hypothesis: The role of L1 transfer.

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## **INTERNATIONAL PRESENTATIONS**

### **EUROSLA 2023, Birmingham, UK**

N. Snape, H. Zhao and M. Wang. The instructed learning of form-function mappings of L2 English generic NPs (poster)

### **JSLS 2023, Tokyo, Japan**

J. Matthews, M. Hirakawa, K. Suzuki, M. Umeda, K. Takeda, M. Fukuda and N. Snape. Bilingual processing of binding relations in the non-dominant language: The case of Japanese heritage language speakers in Hawaii (oral presentation)

### **JSLS 2023, Tokyo, Japan**

N. Snape, H. Zhao and M. Wang. Classroom instruction vs. computer-based instruction on English generic NPs: Which produces a better outcome for L2 learners? (oral presentation)

### **KASLA 2023, Tokyo, Japan**

N. Snape, H. Zhao and M. Wang. The instructed learning of form-function mappings of L2 English generic NPs. 113th workshop of the Kanto Second Language Acquisition Group (oral presentation)

### **HLCross2023, Istanbul, Turkey**

T. Laméris, M. Kubota, T. Kupisch, J. Cabrelli, N. Snape, J. Rothman. Language change in Japanese-English bilingual returnee children over the course of five years: evidence from accent rating (poster)

### **Phonetics and Phonology in Europe 2023, Nijmegen, the Netherlands**

T. Lameris, M. Kubota, T. Kupisch, J. Cabrelli and N. Snape. Language change in Japanese-English bilingual returnee children over the course of five years: evidence from accent-rating (oral presentation)

### **JSLS 2022, Tokyo, Japan (online)**

M. Umeda, M. Hirakawa, K. Suzuki, K. Takeda, M. Fukuda, J. Matthews and N. Snape. The blocking effect in the acquisition of Chinese reflexives by L1-Japanese learners (oral presentation)

**EUROSLA 2022, University of Fribourg, Switzerland**

M. Takakusagi and N. Snape. Acquisition of Japanese particles WA and GA by heritage speakers. (oral presentation)

**GASLA 2022, Trondheim, Norway (online poster)**

N. Snape, M. Umeda and H. Hosoi. L2 acquisition of count syntax in English by Japanese and Spanish speakers. (poster)

**GASLA 2022, Trondheim, Norway**

M. Umeda, M. Hirakawa, K. Suzuki, M. Fukuda, K. Takeda, J. Matthews and N. Snape. Re-examination of the interpretation of L2 Japanese reflexives by Chinese L1 learners: Empathy, logophoricity, and the blocking effect. (poster)

**ICTEAP-3 2021, Taipei, Taiwan (online)**

M. Hirakawa, J. Matthews, K. Suzuki, M. Umeda, K. Takeda, M. Fukuda and N. Snape. Offline judgment and online processing in interpreting floating numeral quantifiers among native speakers of Japanese (oral presentation)

**JSLS 2021, Tokyo, Japan (online)**

N. Snape, M. Umeda and H. Hosoi. L2 acquisition of the English count-mass distinction by Japanese and Spanish speakers (oral presentation)

**APRAR 2021, Tokyo, Japan (online)**

J. Matthews, M. Hirakawa, K. Suzuki, M. Umeda, K. Takeda, M. Fukuda and **N. Snape**. Processing the interpretation of long distance and local anaphora with subject and object antecedents in Japanese (oral presentation)

**J-SLA 2020, Tokyo, Japan (online)**

N. Snape, M. Umeda and H. Hosoi. L1 Japanese and L1 Spanish L2 acquisition of English definite determiner phrases (oral presentation)

**GALA 2019, Milan, Italy**

N. Snape, M. Hirakawa and J. Matthews. Japanese and Thai L2 acquisition of English tense and aspect agreement (poster)

**ELSJ 2019, Tokyo, Japan**

N. Snape, M. Hirakawa and J. Matthews. Tense/aspect-agreement violations in Japanese L2 English (poster)

### **GASLA 2019, Reno, Nevada, U.S.A**

M. Umeda, N. Snape, M. Hirakawa and J. Matthews. Native and non-native processing of Japanese reflexive zibun: An investigation of subject-orientation (oral presentation)

### **Symposium for Lydia White, McGill University, Montreal, Canada**

M. Umeda, M. Hirakawa, N. Snape and J. Matthews. Real-time processing of locality and animacy conditions for the Japanese reflexive zibun-zisin by native and non-native speakers (oral presentation)

### **J-SLA 18th 2018 Annual Conference, Gakushuin University, Tokyo, Japan**

N. Arakaki and N. Snape. Brazilian Portuguese heritage speaker competence: Inflected infinitives and role of language input (poster)

### **ISBPAC 2018, Braunschweig, Germany**

J. Matthews, M. Hirakawa, K. Takeda, M. Umeda, M. Fukuda, **N. Snape** and K. Suzuki. Establishing antecedent reference for L2 reflexive pronouns among L1 Chinese learners of Japanese: An eye tracking study (poster)

### **EUROSLA 2017, Reading, UK**

K. Matsumoto and N. Snape. Sensitivity to non-native contrasts in speech perception by child L2 learners of English (oral presentation)

### **Mental Architecture for Processing and Learning of Language, and Tokyo Conference on Psycholinguistics (MAPLL-TCP) 2017, Tokyo, Japan**

Matthews, J., M. Hirakawa, K. Takeda, M. Fukuda, M. Umeda, **N. Snape** and Y. Hirakawa. Establishing reference with reflexive pronouns in the course of spoken language recognition (oral presentation)

### **Heritage Language Acquisition Workshop, Tromsø, Norway**

Snape, N., M. Hirakawa, Y. Hirakawa, H. Hosoi, and J. Matthews. Heritage Language Reversal: Phonological Processing in L2 English by Child Returnees (oral presentation)

### **PacSLRF 2016, Tokyo, Japan**

M. Umeda, **N. Snape**, J. Wiltshier and N. Yusa. Articles in SLA: Some effects of positive and negative feedback in the L2 classroom (oral presentation)

### **EUROSLA 2016, Jyväskylä, Finland**

Snape, N and M. Umeda. Definite generic vs. definite specific: Can Japanese L2 learners distinguish between them? (oral presentation)

### **EUROSLA 2016, Jyväskylä, Finland**

Umeda, M., K. Takeda, M. Hirakawa, M. Fukuda, Y. Hirakawa, J. Matthews and **N. Snape**. Incorporating pragmatic information in the interpretation of L2 Japanese reflexives by Chinese L1 learners (oral presentation)

### **EUROSLA 2015, Aix-en-Provence, France**

Snape, N., M. Umeda, J. Wiltshier and N. Yusa. Do SLA findings on meaning translate to the L2 classroom? The case of articles (oral presentation as part of the MiLL Network colloquium entitled *Routes into meaning: L2 acquisition and the language classroom*)

### **GASLA 2015, Bloomington, Indiana, U.S.A**

Snape, N., M. Umeda, J. Wiltshier and N. Yusa. Teaching the complexities of English article use and choice to L2 learners (oral presentation)

### **SLRF 2013, Annual Conference, Utah, U.S.A**

Hirakawa, M., J. Matthews, Y. Hirakawa, **N. Snape** and H. Hosoi. Cross-linguistic comparison of L1 Influence on the interpretations of tense and aspect in L2 English (oral presentation)

### **JSLS 2013 Annual Conference, Nagasaki, Japan**

Hirakawa, Y., M. Hirakawa, H. Hosoi, J. Matthews and **N. Snape**. 日本語の数量詞遊離文の統・意味的分析 (A syntactic and semantic analysis of Japanese floating quantifier constructions (oral presentation))

### **GASLA 2013, Gainesville, U.S.A**

Snape, N., M. Hirakawa, Y. Hirakawa, H. Hosoi, and J. Matthews. The processing of generics in English by Japanese adult L2 learners and Japanese child L2 learners (poster)

### **BUCLD 2012, Boston, U.S.A**

Matthews, J., M. Hirakawa, Y. Hirakawa, H. Hosoi and **N. Snape**. A cross-linguistic comparison of native language phonological influence on perceived similarity among second language segmental contrasts. (oral presentation)

### **SLRF 2012, Annual Conference, Pittsburg, U.S.A**

Yusa, N. and **N. Snape**. Articles in L2 English: Can instruction improve learners' perception of articles? (oral presentation)

### **SLRF 2012, Annual Conference, Pittsburg, U.S.A**

Snape, N., M. Hirakawa, H. Hosoi, J. Matthews and Y. Hirakawa. Acquisition of L2 English generics by Japanese child returnees and Japanese adult speakers (oral presentation)

### **EUROSLA 2012, Poznań, Poland**

Snape, N., M. Hirakawa, Y. Hirakawa, J. Matthews and H. Hosoi. The acquisition of English tense and aspect by 4 Japanese returnees (oral presentation)

### **JSLs 2012 Annual Conference, Nagoya, Japan**

Snape, N. Japanese and Spanish adult learners of English: L2 acquisition of generic reference (oral presentation)

### **SLRF 2011 Annual Conference, Iowa, U.S.A**

Hirakawa, M., Y. Hirakawa, N. Snape, H. Hosoi and J. Matthews. Interpretations of tense and aspect in L2 English by Japanese speakers (oral presentation)

### **AAAL 2011 Annual Conference, Chicago, Illinois, U.S.A**

Snape, N., N. Yusa and Y. Sakaguchi. Explicit instruction in article choice and the perception of *the/a/-s* (oral presentation as part of a colloquium entitled *Half a century on: What relevance does generative SLA have for language teaching?*)

### **Multilingual Individuals and Multilingual Societies 2010, University of Hamburg, Hamburg, Germany**

Snape, N. and H. Hosoi. L1-Japanese L2-English acquisition of scalar implicatures (poster)

### **YACQ 2010 Workshop on Applied Generative Second Language Acquisition, University of York, York, UK**

Snape, N. Language acquisition at the interfaces: Implications for L2 article instruction (oral presentation)

### **J-SLA 10<sup>th</sup> 2010 Annual Conference, Gifu University, Gifu, Japan**

Snape, N. and T. Kupisch. Ultimate attainment of L2 articles: A case-study of an endstate L1 Turkish – L2 English speaker (oral presentation)

### **AAAL 2010 Annual Conference, Sheraton Atlanta Hotel, Atlanta, GA, U.S.A**

Snape, N. The issue of L1 transfer in article pedagogy (oral presentation as part of a colloquium entitled *Research on English article acquisition: Implications for ESL/EFL teaching practice*)

### **J-SLA 9<sup>th</sup> 2009 Annual Conference, Chuo University, Tokyo, Japan**

Snape, N. and H. Hosoi. L1 Japanese L2 English acquisition of scalar implicatures (poster)

**GASLA 2009, Illinois, U.S.A**

Snape, N., M. P. García Mayo, A. Gürel, D. Barner, A. Libenson and P. Cheung. Spanish, Turkish, Japanese and Chinese L2 acquisition of generic reference (oral presentation)

**BUCLD 2008, Boston, U.S.A**

Libenson, A., P. Cheung, M. Takasaki and N. **Snape**. Quantifiers as a window into set representations: Evidence from children learning Japanese and English (poster)

**EUROSLA 2008, Aix-en-Provence, France**

Snape, N, M. P. García Mayo, A. Gürel. Japanese, Spanish and Turkish L2 acquisition of English generic NPs (oral presentation)

**IASCL 2008, Edinburgh, UK**

Snape, N, and T. Kupisch. Articles and clitic pronouns in the acquisition of Italian and Spanish (oral presentation as part of a colloquium)

**J-SLA 8<sup>th</sup> 2008 Annual Conference, Kyoto University of Foreign Studies, Kyoto, Japan**

Snape, N, A. Gürel, M. P. García Mayo and D. Barner. L2 acquisition of English generic NPs by Japanese, Chinese, Spanish and Turkish speakers (oral presentation)

**PacSLRF 2008, Beijing, China**

Snape, N. Fluctuation in L2 article acquisition: Interpreting the findings from L1 Chinese L2 English participants (oral presentation)

**GURT 2007, Washington D.C, U.S.A**

Kupisch, T, N. **Snape**, U. Bohnacker and M. Anderssen. Crosslinguistic variation in the acquisition of ‘Germanic’ articles (oral presentation)

**EUROSLA 2006, Antalya, Turkey**

Snape, N. Article omission in L2 English: Against the Prosodic Transfer Hypothesis? (oral presentation)

**EUROSLA 2006, Antalya, Turkey**

R. Hawkins, S. Al-Eid, I. Almahboob, K. Al-Thubaiti, Y. Hu, C. Jaensch, Y. Jeon, Y-K. I. Leung, S. NaRanong, M. Ortega, A. Polentas, M. Javad Rezai, K. Roehr, G. Sarko, N. **Snape**, K. Sarantis: Knowledge of English resultatives by L2 speakers – evidence for UG-constrained interlanguage grammars? (oral presentation given by R. Hawkins)



**GALANA 2006, Montreal, Canada**

Snape, N. Japanese speakers' article omission in L2 English: Evidence against the Prosodic Transfer Hypothesis? (oral presentation)

**GASLA 2006, Banff, Canada**

Snape, N, Y-k I. Leung and H. C. Ting. Comparing Chinese, Japanese and Spanish speakers in L2 English article acquisition: Evidence against the Fluctuation Hypothesis? (oral presentation)

**GASLA 2006, Banff, Canada**

Snape, N. The syntactic and semantic features of the nominal domain in English: Do Japanese and Spanish L2 learners have full access to UG? (poster)

**EUROSLA 2005, Dubrovnik, Croatia**

Hawkins R., S. Al-Eid, I. Almahboob, P. Athanasopoulos, R. Chaengchenkit, J. Hu, M. Rezai, C. Jaensch, Y. Jeon, A. Jiang, Y-k. I. Leung, K. Matsunaga, M. Ortega, G. Sarko, **N. Snape**, K. Velasco-Zarate: Non-target-like article use in L2 English – implications for current UG-based theories of SLA (oral presentation given by R. Hawkins)

**GALA 2005, Siena, Italy**

Snape, N. L2 acquisition of definiteness and specificity in English by advanced Japanese and Spanish learners (poster)

**J-SLA 5<sup>th</sup> 2005 Annual Conference, Kwansei Gakuin University, Osaka, Japan.**

Snape, N. The use of articles in L2 English by Japanese and Spanish learners (oral presentation)

**International Online Conference on Second and Foreign Language Teaching and Research I 2004**

Snape, N. Variability in the use of the English article system by Japanese learners of English (online presentation)

**J-SLA 3<sup>rd</sup> 2003 Annual Conference, Daito Bunka Meeting Center, Tokyo, Japan**

Snape, N. Variability in the use of the English article system by Japanese learners of English (poster)

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## REFERENCES

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UiT The Arctic University of Norway  
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Department of Literature  
Chuo University  
7-4-2-1 Higashinakano,  
Hachioji, Tokyo  
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