

CURRICULUM VITAE

NEAL SNAPE

Professor of Language and Linguistics
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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).

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)

P/T instructor, Chuo University, (current position), two first-year linguistic undergraduate courses (Syntax & Morphology / Phonetics & Phonology) and one graduate course in Introduction to Psycholinguistics

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

Presentations

Essay Writing

Academic Writing – How to write a research paper

Phonetics and Phonology

Introduction to Linguistics

Introduction to Child Language Acquisition

Introduction to Second Language Acquisition

Introduction to Bilingualism

Introduction to Psycholinguistics

Seminar courses in SLA / Heritage Language Acquisition and Incomplete Acquisition

Associate Professor, Gunma Prefectural Women's University, (current position), graduate courses

Introduction to Second Language Learning and Language Teaching

Introduction to Bilingualism

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

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

Name	Degree	Role	Department	Completion date
Hiroko Kawashima	MA student	Member of her defence	Department of English	Completion in December 2010
Yuki Sakaguchi	MA student	Supervisor	Department of English	Completion in December 2011
Yoshihiko Iizuka	MA student	Supervisor	Department of English	Completion in December 2012
Luzinete de Lima Nagatani	MA student	Supervisor	Department of English	Completion in September 2016
Erica Muramoto	MA student	Member of her defence	Department of English	Completion in December 2016

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

- *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), (2017-2019).

[This research project 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.]

- *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), Yahiro 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), 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) 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.]

MEMBERSHIPS

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

European Second Language Association [EuroSLA] (currently)

Japanese Society for Language Sciences [JSLS] (previously)

British Association for Applied Linguistics [BAAL] (previously)

American Association for Applied Linguistics [AAAL] (previously)

Japan Association for Language Teachers [JALT] (previously)

Full CV / Snape / January 2018

ACADEMIC SERVICE TO LINGUISTICS

- Associate Editor for *Linguistic Approaches to Bilingualism* (from 2018)
- Reviewer for *Journal of the European Second Language Association* (2017)
- Editor for PacSLRF 2016 proceedings (2017)
- Reviewer for *festschrift* (2017)
- 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 Jürgen Meisel's *festschrift* (2010)
- Reviewer for Cambridge Handbook on Second Language Acquisition (2010)
- Member of the J-SLA 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)
- Reviewer for *International Journal of Bilingualism* (2009 – 2010)
- Reviewer for a special edition of *Second Language Research* on third language acquisition (2009)
- Reviewer for *Language Learning* (2009 – 2012)
- Reviewer for *Language Acquisition* (2009, 2014 – 2016)
- Reviewer for *Second Language Research* (2007 ~)
- Ad-hoc reviewer for *Second Language Research* (2008)
- 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

- SAGE Open Article Editor (2012)
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PUBLICATIONS

Books / Edited volumes

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*. Palgrave Macmillan SLA advanced textbook series.

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: 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)

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), Kuroshi 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

Snape, N. and H. Hosoi. (to appear). Acquisition of scalar implicatures: Evidence from adult Japanese L2 learners of English. *Linguistic Approaches to Bilingualism*.

Umeda, M., **N. Snape**, N. Yusa and J. Wiltshier (2017). The long-term effect of explicit instruction on learners' knowledge on English articles. *Special Issue of Language Teaching Research on Grammatical Meaning and the Second Language Classroom*.

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 13th 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 10th 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 8th 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. (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.

Works in progress

Heritage language reversal: A case study of a Japanese returnee.

INVITED TALKS

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)

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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 3 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.

INTERNATIONAL PRESENTATIONS

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

Heritage Language Acquisition Workshop, Tromsø, Norway

Snape, N., M. Hiramawa, Y. Hiramawa, 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

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

J-SLA 5th 2005 Annual Conference, Kwansai Gakuin University, Osaka, Japan.

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