<table>
<thead>
<tr>
<th>Time</th>
<th>SESSION A: PHONETICS &amp; PHONOLOGY</th>
<th>SESSION B: SEMANTICS &amp; PRAGMATICS</th>
<th>SESSION C: LEXICAL PROCESSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45AM – 10:00AM</td>
<td>Conference Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00AM – 10:30AM</td>
<td>Acquisition of morphologically and phonologically conditioned vowel length in Albanian. E. Kapia, J. Riverin-Coutlée, C. Cunha, J. Harrington</td>
<td>Learning speaker- and addressee-centered demonstratives. A. Skilton</td>
<td>Children with cochlear implants use semantic prediction to facilitate spoken word recognition. C. Blomquist, R. Newman, Y. T. Huang, J. Edwards</td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td>The relationship between second-language learners’ production and perception of English vowels: The role of native-like acoustic correlates. J. Y. Song, F. Eckman</td>
<td>Genericity signals the difference between each and every in child-directed speech. T. Knowiton, J. Lidz</td>
<td>Lexical competition in late language emergence. E. Simmons, R. Paul, R. Aslin, J. Magnuson</td>
</tr>
<tr>
<td>11:00AM – 11:30AM</td>
<td>From babbling to first words: Phonological or lexical selection? S. van der Feest, H. Yi &amp; B. Davis</td>
<td>Can 2.5-year-olds use expectations about polysemy for disambiguation? S. Floyd, A. Goldberg, C. Lew-Williams</td>
<td>Lexical priming as evidence for language co-activation in the simultaneous bilingual child’s lexicon. E. Koutamanis, G. J. Kootstra, T. Dijkstra, S. Unsworth</td>
</tr>
<tr>
<td>12:00PM – 12:30PM</td>
<td>How to obtain robust predictions from computational models of learning. T. Schatz, Y. Matusevych, R. Li, S. Goldwater, N. Feldman</td>
<td>How should we use words like could? Development in understanding epistemic modal verbs as seen through modal judgment tasks. M. Srinivasan, R. Foushee, A. Starr, J. Wehry, S. O’Grady</td>
<td>Referential pacts with preschoolers maximize testable words and reveal changes in construal. K. McCrary Kambourakis, S. Creel</td>
</tr>
<tr>
<td>12:30PM – 2:00PM</td>
<td></td>
<td></td>
<td>POSTER SESSION 1*</td>
</tr>
<tr>
<td>2:00PM – 3:00PM</td>
<td></td>
<td></td>
<td>SOCIAL HOUR</td>
</tr>
</tbody>
</table>

**– BREAK –**

<table>
<thead>
<tr>
<th>Time</th>
<th>SESSION A: LANGUAGE INPUT</th>
<th>SESSION B: SEMANTICS</th>
<th>SESSION C: COMPUTATIONAL MODELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30PM – 8:00PM</td>
<td>Characterizing developmental trajectories in L1 production of Thai tones. F. Burrani, P. Panpraneet, C. Onsuwan</td>
<td>Acquisition of belief reports by Mandarin speaking children. V. Hacquard, Y. Yang, J. Lidz</td>
<td>Continuously growing resources but discrete production units: A probabilistic account of the development of early utterance length. Q. Xu, M. Chodorow, V. Valian</td>
</tr>
<tr>
<td>8:10PM – 9:10PM</td>
<td>STUDENT WORKSHOP: Open, collaborative science: Steps towards a more robust and representative science of language development</td>
<td></td>
<td>Michael Frank (Stanford U.)</td>
</tr>
</tbody>
</table>
List of posters in Poster Session 1 (≠ alternate for oral presentation):

- Acquisition of grammatically and socially conditioned phonological variation. B. Sneller, E. Newport
- Acquisition of numerals, the natural numbers, and amount comparatives. M. Hackl, E. Apostooaie, L. Rosenstein
- The acquisition of possession in Inuktuit: Insight from child and caregiver speech. L. Doroski, H. Littlefield, S. Allen
- Age of acquisition effects on verbal fluency in Turkish Sign Language. O. Keleş, F. Atmaca, K. Gökgoz
- Children and adults condition variable rules on social context. K. Schuler
- Collective-distributive interpretations in bilingual Spanish-English-speaking children. A. Lingwall Odio, J. Grinstead
- Development of children’s understanding of counterfactuals. M. Tulling, A. Courmane
- The development of object shift in Icelandic child language. F. Lindahl, S. Sigurjónsdóttir
- Distubutional properties of the input affect syntax learning for children with Developmental Language Disorder, but not Typically Developing peers. A. Owen Van Horne, K. Strother-Garcia
- The effect of lexical contrast on phonological development. A. Cui
- How do construction frequency effects modulate L2 priming? I. Hurtado, S. Montrul
- Infant temperament and parental aggravation predict vocabulary growth through age nine. Z. Bergson, P. J. Brooks
- Infants’ online processing of sung and spoken language. E. Barker, M. van Heugten
- Input variability and the late-acquisition of Brazilian Portuguese subject bare singulars. R. Silva Santana, E. Grola
- Interaction of lexical and morphological aspect in L1 English L2 Spanish. J. Heil
- Korean and English verb learning in transitive frames. H. Shi, A. X. He, H.-j. Song, S. Arunachalam
- Lexicon, ANS and symbolic estimation. J. Grinstead, M. Nieves Rivera, J. Opper
- A negative concord stage in the acquisition of negative polarity items. K. Davidson
- Neural sensitivity to local and global distributional information in speech changes as a function of development. Y.-L. Weng, J. Schneider, Z. Qi
- Non-actional passives can be comprehended by 4-year olds. A. Liter, J. Lidz
- Number, lexicon and collective-distributive interpretations. R. Padilla Reyes, J. Grinstead, M. Nieves Rivera
- Observing negation: Artificial and naturalistic Human Simulation Paradigms. V. Gomes, Y. Huh, S. Goldin-Meadow, R. Feiman, J. Trueswell
- Parser immaturity and the processing of ambiguous relative clauses in Brazilian Portuguese. I. Góes, E. Grola
- Quantifier-spreading under negation. F. Chen, L. Rosenstein, M. Hackl
- Reasons for the reverse production effect: Task difficulty or specific to language? B. Lopez, D. Gallardo, T. Zamuner
- The role of semantics in the acquisition of noun class morphology: Some evidence from Eegmaa. S. Sagna, V.-A. Vihman, M. Vihman, D. Brown
- The role of within- and between-talker variability in early word learning. F. Bulgarelli, E. Bergelson
- SES differences in verb usage mediate form-function relations in parental speech. Y. T. Huang, M. Rowe, K. Oppenheimer
- Social cognition and pragmatic inference in word learning. Z. Qi, D. Saratsli, A. Papafragou
- Some alternatives are worth considering: Children who compute scalar implicatures know that “some” means not all, but “dax” doesn’t. K. Lopez, R. Feiman
- A strong language foundation, but not being deaf, supports learning ASL as a second language. K. Kraus, D. Gagne
- Testing the role of the L1 in L2 connected speech production. M. Fang, C. B. Chang
- Uniting monolingual and bilingual learning: Typical vs. atypical words shape toddlers’ real-time sentence processing. C. Potter, C. Lew-Williams
<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>SESSION A: BILINGUALISM &amp; COGNITION</strong></th>
<th><strong>SESSION B: MORPHO-SYNTAX</strong></th>
<th><strong>SESSION C: WORD LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00AM – 10:30AM</td>
<td>The effectiveness of phonological cues for bilingual input separation. <em>F. Adriaans</em></td>
<td>The development of non-canonical word order in Mandarin-speaking heritage children. <em>J. Hao &amp; V. Chondrogianni</em></td>
<td>Word frequency is a cue to lexical category for 8-month-old infants. <em>C. Marino, C. Bernard, J. Gervain</em></td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td>Language exposure predicts bilingual children’s speech patterns. <em>M. Cychosz</em></td>
<td>Number mismatch and intervention in the absence of lexical restriction: An investigation of <em>celui/celle</em>-headed relative clauses in French. <em>A. Bentea, S. Durrleman</em></td>
<td>Getting the rhythm for infant language learning: infants’ cortical tracking of speech rhythm relates to their word segmentation performance. <em>T. Snijders</em></td>
</tr>
</tbody>
</table>

**NIH/NSF FUNDING WORKSHOP**

*Brett Miller (National Institutes of Health), Peter Vishton & Tyler Kendall (National Science Foundation)*

<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>SOCIAL HOUR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2:10PM – 3:10PM</td>
<td></td>
</tr>
</tbody>
</table>

— BREAK —

<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>POSTER SESSION 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00PM – 8:30PM</td>
<td></td>
</tr>
<tr>
<td>8:30PM – 9:30PM</td>
<td><strong>SOCIAL HOUR</strong></td>
</tr>
</tbody>
</table>
• Bilingual children process garden-path sentences in the same way as monolingual children. G. Pontikas, I. Cunnings, T. Marinis
• Category priming promotes infants’ success in naming things unseen. E. Luchkina, S. Waxman
• Changes in parental input patterns of wh-questions. Y. Oshima-Takane, P. Titova
• Children’s asymmetrical responses and the spreading phenomenon of focus particles in Japanese right dislocation. R. Mochizuki, H. Shimada, K. Yamakoshi
• ‘Clap your hands’ or ‘take your hands’?: One-year-olds distinguish between frequent and infrequent multiword phrases. B. Skarabela, M. Ota, R. O’Connor, I. Arnon
• Complement control in early child Mandarin: Evidence from a preferential looking experiment. J. Xu, X. Yang, R. Shi
• Determining risk and protective factors for dual language development in recently arrived refugee children from Syria. A. Soto-Corominas, J. Paradis
• Effects of impoverished early language on simple transitive sentence comprehension: The roles of animacy and word order. Q. Cheng, R. Mayberry
• Hearsay is generally trusted more than inference: Reliance on different information sources by 5-6-year-olds and adults. J. Kim, S. Kim, Y. Choi
• How chatty are daddies? Parental differences in the language environments of infants. N. T. Shapiro, D. Hippe, N. Ferjan Ramirez
• The impact of speech complexity on preschooler attention and learning. R. Foushee, M. Srinivasan, F. Xu
• Informativity of the word learners’ environment: New insights from the human simulation paradigm. S. Johnson, T. Schalla, U. Suanda
• Learning to anticipate with unconventional prosodic mappings: The L2 advantage. C. Nakamura, J. Harris, S.-A. Jun
• Learning language in the digital age: Effects of interruptions on word learning and word recognition. A. R. Y. Tan, S. Ramachandran, Y. X. Ho, L. Singh
• Structures of function morphemes guide Mandarin-learning 19-month-olds in backward syntactic categorization. Y. Ying, X. Yang, R. Shi
• Minimal gains for minimal pairs in preschoolers. S. Creel, C. Frye
• Phonetic cue reweighting is error-driven and dimension-based. V. Kapatsinski, Z. Harmon, K. Idemaru
• Predicting scalar implicature interpretations from lexical knowledge. A. Pratt, A. Arrieta-Zamudio, J. Grinstead
• Processing factors and syntactic choice in Mandarin child-caregiver speech. J. Chen, G. Fu, S. Yang, B. Narasimhan
• Proficiency effects in the acceptance of resumptive pronouns in second language English. F. Zenker
• Do preschoolers use new words with speakers who don’t know those words? A. Langenhoff, M. Srinivasan
• Relation of infant and mother pointing to infants’ word comprehension and latency to find referents. S. Ertaş, S. Koşkulu, E. Ger, A. Künlay
• A sea of words: Verbal clutter and statistical word-referent learning. M. Long, S. H. Suanda
• Sensitivity to non-native phonetic contrasts in word learning and discrimination in the second year of life: Evidence from monolingual and bilingual infants. L. Singh, A. R. Y. Tan
• The social dynamics of joint attention in American Sign Language interactions between deaf children and their parents. A. Lieberman, A. Fitch, E. Setzer
• Speed and accuracy correlate positively in Japanese children’s speech production, regardless of potential tradeoffs. K. Iwamoto, A. Kondo, H. Kikuchi, R. Mazuka
• SVO order processing in diverse groups of Mandarin-exposed preschool children with autism spectrum disorder. J. Mo, Y. Su, L. Naigles
• The use of pronoun interpretation biases in Spanish Heritage Speakers: The role of language exposure. C. Contemori
• What making inferences says about children’s underlying linguistic knowledge. M. Barbir, K. Sivakumar, A.-C. Fiévet, A. Christophe
• When less is more: Evidence from verb learning in Korean 4- and 5-year-olds. S. Arunachalam, A. X. He, H.-j. Song
• Word length and transitional probabilities impact word segmentation. W. Yu, T. Wang, L. Wang, J. Zhang, D. Liang
### Session A: Signed Languages

<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th>Session: Phonetics &amp; Phonology</th>
<th>Session: Syntax &amp; Semantics</th>
<th>Session: Word Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00PM – 8:30PM</td>
<td>The acoustic realization of vowels and tones in Mandarin infant-directed speech: More variable and less discriminable. P. Tong, N. Xu Rattanasone, I. Yuen, K. Demuth</td>
<td>The distributional learning of recursive structures. D. Li, L. Grohe, P. Schulz, C. Yang</td>
<td>Robots are distracting: Word learning with and without social interaction. K. Sommer, C. Casey, J. Wiles, P. Escudero</td>
</tr>
<tr>
<td>8:30PM – 9:00PM</td>
<td>The acquisition of temporal cues to onset and coda voicing contrasts in children with hearing loss. J. Millasseau, L. Bruggeman, I. Yuen, K. Demuth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Session B: Semantics

<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th>Session: Phonetics &amp; Phonology</th>
<th>Session: Syntax &amp; Semantics</th>
<th>Session: Word Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00PM – 7:30PM</td>
<td>Unaccusativity in Mandarin child language. K. Lin, K. Deen</td>
<td></td>
<td>Testing the roles of regularity and lexical class on toddlers’ spoken word recognition. C. Moore, E. Bergelson</td>
</tr>
<tr>
<td>8:00PM – 8:30PM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30PM – 9:00PM</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Session C: Prosody

<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th>Session: Phonetics &amp; Phonology</th>
<th>Session: Syntax &amp; Semantics</th>
<th>Session: Word Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30AM – 11:00AM</td>
<td>Disabled L2 learners not disadvantaged by phonological processing of signed language. T. Joyce, D. Quinto-Pozos, J. Singleton</td>
<td>Decomposing both. C. Torma, G. Brody, A. Aravind</td>
<td>“The tiger hits! The duck too!” 3-year-olds can use prosodic information to constrain their interpretation of ellipsis. L. Schiavon Kolberg, A. de Carvalho, N. Havron, M. Babineau, A. C. Fiévet, M. B. Marques Abaurre, A. Christophe</td>
</tr>
</tbody>
</table>

### Poster Session 3

**PLENARY: Explain me this: Choosing good-enough constructions**

_Adele Goldberg (Princeton U.)_

### Social Hour

9:00PM – 10:00PM
List of posters in Poster Session 3 († = alternate for oral presentation):

- An acquisition path for Speech Acts in English and their interaction with negation. R. Woods, T. Roeper
- The acquisition of recursive possessives in child Tamil. U. Lakshmanan
- Age of acquisition effects in agreement in Turkish Sign Language (TID). S. Ozdemir, K. Gökgöz
- Auditory representations based on numerical information in 9 to 10 months-old infants. S. Benavides-Varela, N. Reoyo Serrano
- Bayesian simulation of clause-level constructional knowledge in child language development: Active transitives and suffixal passives in Korean. G.-H. Shin, S. Mun
- Children’s interpretations of *every...some* sentences. C. Bill, E. Pagliarini, J. Romoli, L. Tieu, S. Crain
- Children’s sensitivity to prosody and ostension in answers to wh-questions. B. Stoddard, J. de Villiers
- The development of DATIVE arguments: Evidence from Modern Greek clitics. D. Oikonomou, E. Anagnostopoulou, V. Tsakali
- The developmental interplay of OR and AND. V. Tsakali
- Early parental causal language input predicts later child causal verb understanding. A. Aktan-Erciyes, E. N. Atalay, A. Ş. Örengül, P. Karataş, T. Göksun
- Exhaustive pairing errors in passives. J. Kisjes, B. Hollebrandse, A. van Hout
- Explicitness in referent introduction in heritage speakers’ majority English. T. Pashkova, M. Murphy, S. Allen
- Eye-gaze patterns in early infancy and later language and communication outcomes. M. Cruz, J. Pejovic, C. Severino, S. Frota
- False belief in children and adolescents with Down Syndrome. I. Neitzel, M. Penke
- How often do children hear verbs and see relevant events in everyday contexts?: Observing children in Spanish-speaking and English-speaking families. A. Gaston-Panthaki, P. Tovar-Perez, M. Young, G. Smith, R. Webb, J. Childers
- Iconic sentences are not always easier: Evidence from bilingual German-Greek children. C. Makrodimitris, P. Schulz
- Immature syntax or processing? What causes “Scope Marking Errors” in English-speaking 5-year-olds. C. J. Lutken, G. Legendre
- Information structure shifts attention during pronoun processing in German. R. Hert, J. Järvikivi
- Does knowledge of social norms help children to understand irony? V. Hukker, S. Sprenger, P. Hendriks
- The L2 acquisition of intonation: A feature-based approach. C. Sánchez-Alvarado
- Labeling supports spatial encoding: Saying is better than showing for the midpoint relation. N. Simms, D. Gentner, D. Uttal
- Preschoolers adapt syntax at multiple levels. Y. Lin, M. Thothathiri, C. Fisher
- Repairing onsetless syllables during late childhood. G. Repiso Puigdelliuera
- The role of case morphology at the syntax-discourse interface in L2 German. M. LeCouvret
- Second language acquisition of placement cross-modally: A view from hearing learners of ASL. A. T. Frederiksen
- Sentence Repetition Task as a measure of language dominance. J. Torregrossa, M. Andreou, C. Bongartz
- “Small big flowers” or “small and big flowers”? Simple is better and roll-up is too complex for Romanian 5-year-olds. A. C. Bleteu, T. Roepер
- Studying an Arabic-German bilingual population’s production and comprehension of relative clauses longitudinally – Preliminary results. D. Öwerdieck, C. Hamann, L. Abed Ibrahim
- Do we learn from our prediction mistakes? Evaluating error-based theories of language acquisition. J. Fazekas, A. Jessop, J. Pine, C. Rowland
- When children interpret disjunction exclusively. K. Yatsushiro, A. Nicolae, M. Asano, Y. Miyamoto, S. Otani
- Zipfian distribution and language learning. O. Lavi-Rotbain, I. Arnon
<table>
<thead>
<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>SESSION A: SENTENCE PROCESSING</strong></th>
<th><strong>SESSION B: SEMANTICS &amp; PRAGMATICS</strong></th>
<th><strong>SESSION C: LANGUAGE INPUT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30AM – 11:00AM</td>
<td>Children’s event representations are driven by verb tense. B. Qin, M. van Heugten</td>
<td>How do preschoolers comprehend contrastive vs. descriptive adjectives pre- and post-nominally? C. Davies, J. Lingwood, B. Ivanova, S. Arunachalam</td>
<td>Does amount of L2 exposure affect the social and cognitive skills of monolingually-raised children attending bilingual education? G. Chamorro, V. Janke</td>
</tr>
</tbody>
</table>
| 12:40PM – 2:10PM | **SYMPOSIUM: Exploring innateness: How do we move ahead?**
* Iris Berent (Northeastern U.), Elissa Newport (Georgetown U.), Virginia Valian (Hunter College, CUNY) | | |
| 2:10PM – 2:30PM | **AWARDS & CONFERENCE CLOSING** | | |