The 31st Annual
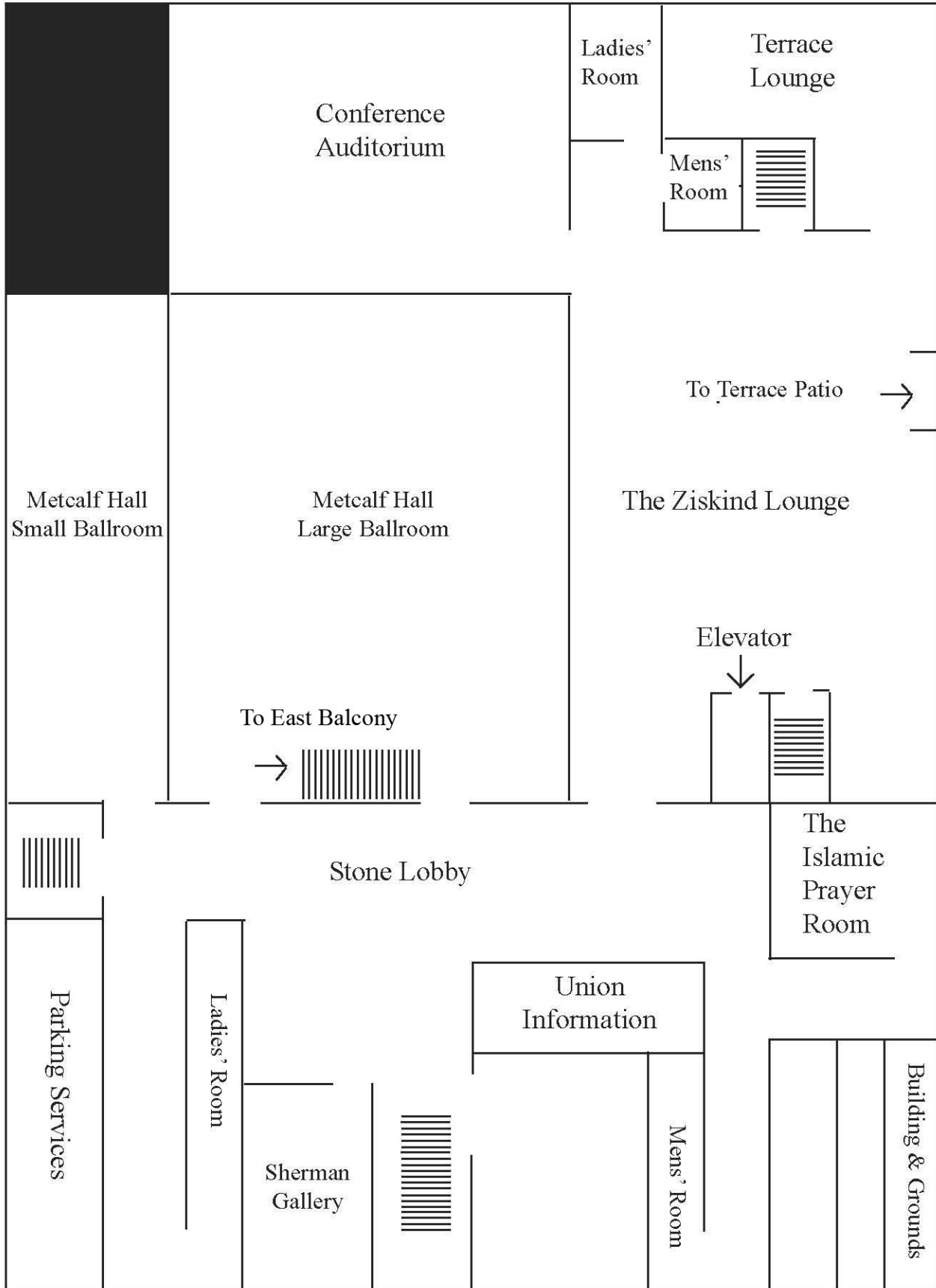
Boston University
Conference on
Language Development

Boston University
Conference on
Language Development

November 3-5, 2006

Map of George Sherman Union (Second Floor)

Conference Auditorium

Ladies' Room

Terrace Lounge

Mens' Room

To Terrace Patio →

Commonwealth Avenue

Metcalf Hall Small Ballroom

Metcalf Hall Large Ballroom

The Ziskind Lounge

Elevator

To East Balcony →

Stone Lobby

The Islamic Prayer Room

Parking Services

Ladies' Room

Union Information

Mens' Room

Building & Grounds

Sherman Gallery

↓ To First Floor and Main Entrance

Table of Contents

Welcome

Our 31st Year

We would like to welcome all of you to the Thirty First Annual Boston University Conference on Language Development. This conference was started in 1976 and has been organized by graduate students in Boston University's Program in Applied Linguistics ever since. Over the years, various faculty members have generously given their time and energy as advisors to the conference, and several generations of graduate students have achieved continuity from one year to the next. The organizers have been honored to host participants from around the world, including linguists, psychologists, and other researchers of language acquisition and development. We thank them all for the research accomplishments they have shared with us here over the past thirty-one years.

Invited Speakers

At this year's conference, we are honored to have Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, and Jürgen M. Meisel as our featured speakers. Professors Golinkoff and Hirsh-Pasek will present Friday's keynote address, "Breaking the language barrier: The view from the radical middle." Saturday's program will close with Professor Meisel's plenary address, which is entitled "Multiple first language acquisition: A case for autonomous syntactic development in the simultaneous acquisition of more than one language." We are pleased to once again host a symposium during the lunch period on Saturday. This year's symposium will highlight the latest information in the area of "Future directions in search of genes that influence language: Phenotypes, molecules, brains, and growth." The speakers are Mabel Rice, Helen Tager-Flusberg, and Simon Fisher, with Gary Marcus as discussant.

Paper and Poster Presentations

The rest of the program is devoted to a wide range of papers and posters chosen from submitted abstracts. This year we received 526 submissions, each of which was sent out to five reviewers for anonymous review. Of these, 87 papers and 66 posters were selected for presentation, for an acceptance rate of 29%. We are sorry not to have had space to include more of the many excellent submissions we received. We have also included abstracts for those individuals who generously agreed to serve as alternates in case of cancellations.

Proceedings

Once again this year we will be publishing the Proceedings of the Conference, including both papers presented and those selected for alternate status. Information about ordering copies is available in your registration folders and at the Cascadilla Press table during the book exhibit. We will also have an online supplement to the proceedings for papers given as posters, which will be published on the web by BUCLD.

Enjoy

Here at Boston University, we are committed to providing an ongoing forum for work in the diverse field of language development. We hope you will enjoy the conference!

The 2006 Conference Committee
Heather Caunt-Nulton
Samantha Kulatilake
I-Hao Woo

Coordinators
Eunju Bang
Hui-Wen Cheng
Tomoko Izumi
Heather Jacobs
Enkeleida Kapia
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Rebecca Shepardson
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Christina Weaver

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For general information about the conference, visit our website at:
http://www.bu.edu/linguistics/APPLIED/BUCLD/

Acknowledgements

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Leher Singh
Barbora Skarabela
Roumyana Slabakova
William Snyder
Antonella Sorace
Rex Sprouse
Carol Stoel-Gammon
Daniel Swingley
Helen Tager-Flusberg
Margaret Thomas
Michael Tomasello
John Trueswell
Ianthi Maria Tsimpli
Michael Ullman
Sigal Uziel-Karl
Marilyn Vihman
Laura Wagner
Juergen Weissenborn
Lydia White
Fei Xu
Chen Yu
Andrea Zukowski
Barbara Zurer Pearson

General Information

• Registration and Session Locations
All sessions will be held in the George Sherman Union, 775 Commonwealth Avenue. Registration will take place in the 2nd floor lobby (see diagram on the back of the front cover). You may register on Thursday starting at 12:00 PM, on Friday and Saturday starting at 8:00 AM, or Sunday starting at 8:30 AM. Please register before attending the sessions. We rely greatly upon registration fees to cover the costs of the Conference. We appreciate your willingness to wear your name badge; you may be asked to present it before entering sessions.

• Plenary Events
The **Keynote Address** will be delivered by Roberta Michnick Golinkoff and Kathy Hirsh-Pasek on Friday at 8:00 PM in Metcalf Large. Poster Session I (attended) with desserts will immediately follow in the Terrace Lounge.
The **Plenary Address** will be given by Jürgen M. Meisel on Saturday at 5:45 PM in Metcalf Large. Poster Session II (attended) with hors d'oeuvres will immediately follow the address in the Terrace Lounge.
The **Lunchtime Symposium** on "Future directions in search of genes that influence language: Phenotypes, molecules, brains, and growth" with presentations from Mabel Rice, Helen Tager-Flusberg, Simon Fisher, and Gary Marcus (discussant) will be held on Saturday at 12:15 PM in Metcalf Large.

• Poster Sessions
Poster Session I: 33 posters will be on display in the Terrace Lounge. There will be two attended Poster Sessions on Friday: one at 3:30 PM and one at 9:15 PM. Refreshments will be available at both sessions.
Poster Session II: 28 posters will be on display in the Terrace Lounge. There will be two attended Poster Sessions on Saturday: one at 3:45 PM and one at 7:00 PM. Refreshments will be available at both sessions.

• Special Sessions
This year we are happy again to collaborate with the **Society for Language Development**, which will hold its third annual symposium, "Learning Verbs," on Thursday, November 2, between 1:00 PM and 7:00 PM in Metcalf Large. Speakers include Lila Gleitman, Cynthia Fisher, Adele Goldberg, and Dedre Gentner.

A special session entitled **"Federal funding: What's NEW about applying for grants on language?"** will be facilitated by Peggy McCardle (NIH) and Terence Langendoen (NSF) on Saturday at 8:00 AM in Metcalf Large. Coffee and bagels/muffins will be provided.

NSF and NIH consultation hours will be held in the Ziskind Lounge on Friday 2:30-4:30 PM and on Saturday 9:00-11:30 AM and 2:00-5:00 PM.

A **BUCLD Business Meeting** will be held on Friday at 12:30 PM in the Conference Auditorium. Come to learn more about recent changes in BUCLD, and to give your input towards plans for the future. Topics include acceptance rates, facilitating student and minority participation, and suggestions for lunch symposia.

• Additional Information
Parking is available in the lot at Granby St. for $12 on Friday and $8 on Saturday, and at the Agganis Arena (925 Commonwealth Ave.) for $8 on Friday, Saturday and Sunday. **Note:** The Agganis Arena will be hosting a hockey game on Saturday and will charge extra from 3 PM onwards. Free on-street parking is also available on Sunday.
Temporary luggage storage space will be made available next to the registration desk. The area will be staffed during conference sessions only. Although a student volunteer will be present in the registration area, participants leave their luggage at their own risk.
A **nursing room** will be available for nursing mothers in GSU 310-311.
Internet access will be available at two computer stations in the Ziskind Lounge between the hours of 8:00 AM and 6:00 PM throughout the conference.
Publishers' exhibits will be held in the Ziskind Lounge on Friday from 9:00 AM to 10:30 PM, Saturday from 10:00 AM to 8:15 PM and Sunday from 9:00 AM to 1:00 PM. For a list of exhibitors, see page 69.
Refreshments will be served in Ziskind Lounge before the morning sessions, during breaks, as well as during the attended poster sessions. A list of local restaurants is provided in your registration packet, and the Food Court on the ground floor of the George Sherman Union offers a wide selection.

The Registration desk provides the following services:
ASL Interpreters (Please inquire when you arrive.) ~ Message Board ~ Lost and Found ~ Campus Maps ~ MBTA Maps

The 32nd Annual Boston University Conference on Language Development is tentatively scheduled to be held on November 2, 3, and 4, 2007, at Boston University.

Schedule at-a-glance

Friday, November 3

8:00 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 12:30 pm	Talks
12:30 pm - 2:00 pm	BUCLD Business Meeting
2:00 pm - 3:30 pm	Talks
3:30 pm - 4:15 pm	Poster Session I Attended with refreshments and Afternoon Break with refreshments
4:15pm - 5:45 pm	Talks
5:45 pm - 8:00 pm	Dinner Break
8:00 - 9:15 pm	Keynote Address
9:15- 10:00 pm	Poster Session I Attended with refreshments

Saturday, November 4

8:00 am	Registration Begins
8:00 am- 9:00 am	Funding Symposium
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 12:00 pm	Talks
12:15 pm -2:15 pm	Lunch Symposium
2:15 pm -3:45 pm	Talks
3:45 pm - 4:30 pm	Poster Session II Attended with refreshments and Afternoon Break with refreshments
4:30 pm -5:30 pm	Talks
5:45 - 7:00 pm	Plenary Address
7:00 - 7:45 pm	Poster Session II Attended with refreshments

Sunday, November 5

8:30 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 1:00 pm	Talks

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
9:00	R. Pulverman, C. Chan, C. Jie, T. Tardif, X. Meng: Motion event processing in a verb-savvy population: Chinese infants' attention to manner and path	M. Trynza: Root infinitives in early child Polish: The interpretive and syntactic properties	F. Wilson: Integration of morphosyntactic and semantic information in L2 sentence processing
9:30	M. Maguire: Getting more action: Fewer exemplars facilitate children's verb extensions	D. Rus: The acquisition of tense and agreement in early grammars and early root nonfinites (in child Slovenian) revisited	A. Fultz: Prosody in lexical and syntactic disambiguation in English-French interlanguage
10:00	A. Papafragou, S. Selimis: Lexical and structural cues for acquiring motion verbs cross-linguistically	D. Freudenthall, J. Pine, J. Aguado-Orea, F. Gobet: Modelling the cross-linguistic patterning of finiteness marking in early English, Dutch, German and Spanish using MOSAIC	L. Dekydtspotter, C. Renaud: On intermediate traces in English-French interlanguage grammar and processing
10:30	BREAK (Ziskind Lounge)		
11:00	M. Frank, V. Mansighka, E. Gibson, J. Tenenbaum: Word segmentation as word learning: Integrating stress and meaning into probabalistic models of word learning	F. Berger, A. Mueller, B. Hoehle, J. Weissenborn: German 4-year-olds' comprehension of sentences containing the focus particle 'auch' ('also'): Evidence from eye-tracking	S. Yang, B. Lust: Cross-linguistic differences in cognitive effects due to bilingualism: Experimental study of lexicon and executive attention in 3 typologically distinct language groups
11:30	S. Goldwater, T. Griffiths, M. Johnson: Distributional cues to word boundaries: Context is important	Y. T. Huang, J. Snedeker: Children's understanding of 'some': Exploring comprehension of semantic and pragmatic interpretations	D.K. Oller, L. Jarmulowicz, E. Hoff, T. Gibson: First language vocabulary suppression in early bilinguals during language immersion
12:00	Y. Lin: Weak representational bias and the discovery of linguistic categories from speech signals	J. Viau, J. Lidz, J. Musolino: Priming of abstract logical representations in 4-year-olds	V. Gathercole, E. Thomas, M. Deuchar, E. Williams: Bilingual first language development: Dominant language takeover threatened minority language take-up
12:30	BUCLD Business Meeting (Conference Auditorium)		
2:00	J Gervain, J. Mehler: Neonates' discrimination of structured vs. unstructured linguistic input: An optical topography study	K.-S. Park, U. Lakshmanan: The L2 acquisition of the unaccusative-unergative distinction in English resultatives	G. Szenkovits, F. Ramus, E. Dupoux: Developmental dyslexia: Testing the phonological output pathway
2:30	X.-N. Cao-Kam: Statistical induction in the acquisition of auxiliary-inversion	M. Umeda: Interpretation of wh-indefinites by English-speaking learners of Japanese	D. Wehner, S. Ahlfors, M. Mody: Semantic context effects during auditory perception in good and poor reading children
3:00	J. Berant, Y. Gross, M. Mussel, B. Sandbank, E. Ruppin, S. Edelman: Boosting unsupervised grammar induction by splitting complex sentences on function words	C.-K. Shan, B. Yuan: Is gradience of mapping between sematics and syntax possible in L2 acquisition?	S. Fish, R. Hoffmeister, R. McVey, L. Clinton: Bilingualism in two modalities: The relationship between L1 vocabulary in ASL and L2 reading abilities in Englsih in Deaf children
3:30	POSTER SESSION I Attended (Terrace Lounge)		
4:15	H.-J. Song, A. Konopka, T. Ratitamkul, N. Wai: Syntactic priming of phrasal verb syntax in 2.5-year-old children	G. Legendre, T. Nazzi, I. Barriere, J. Culbertson, M. Lopez-Gonzalez, E. Gussine, E. Zakourian: Acquiring subject-verb agreement in French: Evidence for early syntactic representations from comprehension	L. de Beuzeville: The role of visual and linguistic representation in the acquisition of depicting verbs in *Auslan* (Australian Sign Language)
4:45	R. Nappa, J. Trueswell, L. Gleitman: Effects of attention and intention on sentence parsing	S. Gxilishe, P. de Villiers, J. de Villiers: Acquisition of tense in Xhosa: The long and the short of it	R. Mueller de Quadros, D. Lillo-Martin: Gesture and the acquisition of verb agreement in sign languages
5:15	N. Jincho, R. Mazuka, G. Feng, N. Yamane: Children and adults show different timelines for on-line integration of prosodic cues during comprehension of syntactically ambiguous sentences: Eye-movement data from Japanese children and adults	K. Deen: Abstract case in Swahili	O. Demir, W. C. So: What's hidden in the hands? How children use gesture to convey arguments in a motion event
5:45	DINNER BREAK		
8:00	KEYNOTE ADDRESS: (Metcalf Large) "Breaking the language barrier: The view from the radical middle" Roberta Michnick Golinkoff, University of Delaware Kathy Hirsh-Pasek, Temple University		
9:15	POSTER SESSION I Attended (Terrace Lounge)		

8:00	NSF/NIH FUNDING SYMPOSIUM: What's NEW about applying for grants on language? (Metcalf Large)		

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
9:00	K. Corrigall, M. Rhemtulla, D.G. Hall: Young children's use of lexical-category-to-meaning links as tools to individuate objects	C. Lew-Williams, A. Fernald: Learning to listen ahead in Spanish: First language learners are more efficient than second language learners in on-line sentence processing	A. Theakston, C. Rowland: The development of the auxiliary category in 3-year-old children learning English
9:30	T. Mintz: Toddlers' sensitivity to the presuppositions of 'one' and 'thing'	C. McCarthy: Underspecified inflection in comprehension: Evidence from L2 Spanish	V. Valian, S. Solt, J. Stewart: Abstract categories vs. limited-scope formulae: The case of children's determiners
10:00	P. Gordon, A. Rodman: Functional quantification of object mass nouns in children and adults	R. Silva, H. Clahsen: Morphological processing in a second language: Evidence from masked priming experiments	N. Chang: Learning from understanding: A model of comprehension-based construction learning
10:30	BREAK (Ziskind Lounge)		
11:00	L. Singh, S. Nestor: Concurrent and predictive validity of infant word segmentation tasks	J. Paradis, E. Nicoladis, M. Crago: French-English bilingual children's acquisition of the past tense	Y. Gertner, C. Fisher: Predicted errors in children's sentence comprehension
11:30	A. Fernald, V. Marchman, N. Hurtado, R. Zangl: On-line speech processing efficiency is related both to early vocabulary growth and to later language accomplishments	L. Cornips, S. Brouwer, A. Hulk: Differences between comprehension and production: The mapping of neuter gender in Dutch	R. Scott, C. Fisher: Combining syntactic frames and semantic roles to acquire verbs
12:15	LUNCH SYMPOSIUM: (Metcalf Large) "Future directions in search of genes that influence language: Phenotypes, molecules, brains and growth" Mabel Rice, University of Kansas Helen Tager-Flusberg, Boston University Simon Fisher, Oxford University Gary Marcus, New York University		
2:15	A. Nadig, S. Ozonoff, L. Singh, G. Young, S. Rogers: Do 6-month-old infants at risk for autism display an infant-directed speech preference?	H. Demirdache, M. Oiry: On the felicity conditions for long-distance questions in L1 acquisition	K. Demuth, E. McCullough, M. Adamo: The prosodic (re)organization of determiners
2:45	L. Swensen, L. Naigles, D. Fein: Maternal input affects the language of children with autism	T. Heizmann: Children's acquisition of exhaustivity in clefts	H. Goad, L. White: Prosodic transfer and determiners in Turkish-English interlanguage
3:15	S. Vagh, B. Pan: Noun frequency and noun diversity in maternal talk to toddlers: A longitudinal study of low-income families	C. Léger: Understanding of factivity under negation: An asymmetry between two types of factive predicates	M. Akita: Global foreign accent and classroom input in L2 perception and production
3:45	POSTER SESSION II Attended (Terrace Lounge)		
4:30	D. Barner, J. Snedeker: The integration of compositional semantics and statistics in adjective acquisition	J. Musolino, B. Landau, G. Chunyo: Syntax in Williams Syndrome: It's not impaired or deviant	D. Stringer: Motion events in L2 acquisition: A lexical account
5:00	A. Austin, E. Newport, E. Wonnacott: Predictable vs. unpredictable variation: Regularization in adult and child learners	S. Varlokosta, V. Joffe: Inter- and intra-linguistic modularity: Evidence from Williams Syndrome	A. Brown: Development of a mature L1: Impact of exposure to an L2
5:45	PLENARY ADDRESS: (Metcalf Large) "Multiple first language acquisition: A case for autonomous syntactic development in the simultaneous acquisition of more than one language" Jürgen M. Meisel, University of Hamburg and University of Calgary		
7:00	POSTER SESSION II Attended (Terrace Lounge)		

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
9:00	T. ZAMUNER: Phonotactic probabilities and prosodic position in speech perception and production	J. LEE: The role of joint attention in verb learning	R. OKABE: Bi-clausal? Mono-clausal?: The acquisition of Japanese causatives
9:30	M. MOLNAR, K. MATTOCK, L. POLKA, D. BURNHAM, S. RVACHEW: Perceptual reorganization for tone: Investigating infants' tone discrimination	Ö. GÜRCANLI, M. NAKIPOGLU, A. ÖZYÜREK: Shared information and arguement omission in Turkish	K. SUGISAKI: The configurationality parameter in the Minimalist Program: A view from child Japanese
10:00	E. TENENBAUM, J. MORGAN: Racing to segment? Top-down vs. bottom-up in infant word recognition	S. MISHINA-MORI: Argument representation in Japanese/English simultaneous bilinguals: Is there a transfer?	K. KAPETANGIANNI: Do early grammars interface with discourse/pragmatics? The evidence from Greek
10:30	BREAK (Ziskind Lounge)		
11:00	S. CURTIN, C. FENNELL, P. ESCUDERO: Infants' recognition of vowel contrasts in a word learning task	D. MATTHEWS, E. LIEVEN, M. TOMASELLO: How young children learn to use pragmatically appropriate referring expressions	E. THORDARDOTTIR: Effects of language and task demands on the manifestation of SLI: A comparison of Icelandic- and English-speaking children
11:30	C. FENNELL, S. WAXMAN, A. WEISLEDER: With referential cues infants successfully use phonetic detail in word learning	K. S. SHIN: Discourse prominence in Korean children's on-line processing of nominal reference	C. HAMANN, L. TULLER, H. DELAGE, C. HENRY, C. MONJAUZE: (Un)successful subordination in French-speaking children and adolescents with SLI
12:00	K. CHAMBERS, K. ONISHI, Y. WU, J. LOMIBAO: Nonwords and words mingle	C. ZALLER, J. LAWRENCE, E. DAIGLE: Discourse anaphora and referent choice in second language writing development	A. HESTVIK, R. SCHWARTZ, L. TORNYOVA: Gap-filling and sentence comprehension in children with SLI
12:30	R. MUGITANI, T. KOBAYASHI, S. AMANO: Perception and lexical acquisition of Japanese pitch accent in infants	K. YOSHIOKA: Tracking of animate referents in speech and gesture in L2 narrative by Dutch learners of Japanese	H. VAN DER LELY, E. FONTENAU: ERP signatures in language-impaired children reveal a developmentally domain-specific neural correlate for syntactic dependencies

ALTERNATES

M. BABYONYSHEV, L. HART, E. GRIGORENKO, J. REICH	Discourse-based movement operations in Russian-speaking children with SLI
E. CONWELL, J. MORGAN	Resolving grammatical category ambiguity in acquisition
C. DAWSON, L. GERKEN	Differential processing of language and music learned during development
L. GONNERMAN	Children's recognition of novel derived words
L. JESCHULL	Children's comprehension of completive and inceptive particle verbs
E. KALLESTINOVA	Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction
S. RASINGER	Revisiting the Critical Period: Age of onset and length of exposure?
R. SLABAKOVA	Scalar implicatures in L2 aqcuisition
Z. WEN	On-line processing of subject-verb agreement in English by first and second language speakers

Friday, November 3 Posters will be attended from 3:30 PM - 4:15 PM and from 9:15 PM - 10:00 PM (Terrace Lounge)	

Authors	Title
M. Arroyo, S. Levine, S. Goldin-Meadow	What counts as effective input for language learning?
M. Babyonyshev, L. Hart, E. Grigorenko, J. Reich	Discourse-based movement operations in Russian-speaking children with SLI
G. Bencini, V. Valian	Abstract sentence representation in 3-year-olds: Evidence from language comprehension and production
E. Cenko, N. Budwig	The acquisition of early verb constructions in Albanian
C. Chan, A. Brandone, T. Tardif	Actions in objects: How Mandarin- and English-speaking mothers differ in their talk to 22-month-olds about identical pictures
J. Childers, J. Paik	Korean- and English-speaking children use comparison in verb learning
M. Collins, J. Parish	Electronic books: Boon or bust for interactive reading?
E. Conwell, J. Morgan	Resolving grammatical category ambiguity in acquisition
C. Dawson, L. Gerken	Differential processing of language and music learned during development
Y. Fuerst	Constituent order or order of constituents: The acquisition of Hebrew DPs
M. Goldwater, J. Brunt, C. Echols	What is the role of language in pre-linguistic infants' cognition?
L. Gonnerman	Children's recognition of novel derived words
J. Hu, N. Budwig, K. Ono, H. Zhang	Individual differences in preschoolers' ability to generalize novel verbs: Evidence from their familiar verb usage
L. Jeschull	Children's comprehension of completive and inceptive particle verbs
E. Kallestinova	Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction
J.-M. Kim, S. Flynn	Development of second language rhythm: Learning of stress-timed English by syllable-timed Korean speakers
Y.-S. Kim, J. Kang	Phonological awareness for Korean-English bilingual children
H. Littlefield	Are prepositions 'lexical' or 'functional' elements? Evidence from the acquisition of English prepositions
J. Mortimer, S. Rvachew	Finite verb morphology and case marking errors in children with speech sound disorders

Friday, November 3 Posters will be attended from 3:30 PM - 4:15 PM and from 9:15 PM - 10:00 PM (Terrace Lounge)	

Authors	Title
O. Ozturk, A. Papafragou	Evidentiality and theory of mind
A. Perovic, N. Modyanova, E. Hanson, L. Rappaport, K. Wexler	Investigations of grammar in autism: Knowledge of passives and binding
H. Rabagliati, K. Fernandes, A. Senghas, S. Johnson, G. Marcus	Is rule-learning specific to language or speech?
T. Ratitamkul, A. Goldberg	Argument structure can be inferred from discourse
R. Slabakova	Scalar implicatures in L2 acquisition
M. Soderstrom	22-month-olds discriminate fluent from disfluent adult-directed speech based on prosodic characteristics
M. Sommers, J. Barcroft	Acoustic variability and learning new word forms
L. Song, R. Golinkoff, R. Seston, W. Ma	Action stations: Verb learning rests on constructing categories of action
D. Sternberg	Modeling age effects in bilingual acquisition
V. Varela	How late is late in acquisition? Evidence from a Mexican indigenous language
A. Verbuk	Acquisition of scalar implicatures: When some of the crayons will do the job
L. Wagner	Transitivity guides children's telicity interpretations with novel verbs
E. White, F. Genesee, L. White, E. King, K. Steinhauer	Factors contributing to native-like processing of a late-acquired second language: Evidence from event-related brain potentials
K. White, C. Kirk	A developmental trajectory for the statistical learning of phonological alternations

Saturday, November 4
Posters will be attended from 3:45 PM - 4:30 PM and from 7:00 PM - 7:45 PM (Terrace Lounge)

Authors	Title
B. Ambridge, J. Pine, C. Rowland	The retreat from argument-structure overgeneralization errors: Testing and disentangling the semantic-verb-class and entrenchment hypotheses
S. Bahtiyar, A. Küntay	Preschool children can assess common ground: Effect of definiteness status of referential terms
J. Boyd	Two stages of overgeneralization in English comparative acquisition
C.-H. Chen	The effect of homophone on Mandarin-speaking children's lexical organization
F. Chenu, H. Jisa	Acquisition of putting event verbs in early French
N. Gagarina, S. Armon-Lotem, O. Gupol	Developmental variation in the acquisition of L1 Russian verb inflection by monolinguals and bilinguals
C. Gu	The acquisition of English double object and prepositional datives in bilingual Cantonese-English children
M. T. Guasti, F. Arosio	Agreement and post-verbal subjects in Italian relative clauses
T. Hasegawa	Native-like knowledge without native-like performance in (very) early child L2 acquisition
M. van Heugten, E. Johnson	Dutch-learning 19-month-olds use definite articles to process speech
A. van Hout	Acquisition of aspectual meanings in a language with and without morphological aspects
B. Hollebrandse	Temporal quantification in child language
T. Ilic	What does the acquisition of the involuntary state construction in Serbo-Croatian have to tell us about the ability to represent A-chains in 3-year-olds?
T. Kobayashi, R. Mugitani, S. Amano	Mapping words to transitive actions by 14-month-old infants
H.-Y. Kwak	Scope interpretations in L2 Korean
K. Lecocq, P. Mousty, R. Kolinsky	A comparative study of reading acquisition in French-native children attending a Dutch immersion program and starting to read either in French or in Dutch
T. Nazzi, G. Iakimova, J. Bertoncini, L. Polka, M. Sundara, S. Girard	The development of word segmentation in infants acquiring different dialects of French

	Saturday, November 4 Posters will be attended from 3:45 PM - 4:30 PM and from 7:00 PM - 7:45 PM (Terrace Lounge)

Authors	Title
J. Nomura	Japanese postposing as an indicator of emerging discourse pragmatics
F. Pizzioli, M. Schelstraete	Lexical association in children with specific language impairment
S. Rasinger	Revisiting the Critical Period: Age of onset and length of exposure?
T. Sano	Early acquisition of copy & movement in a Japanese OSV sentence
S. Seneviratne	From simple to complex causal relations: Pragmatic development of the connective 'so'
L. Serratrice, A. Sorace, F. Filiaci, M. Baldo	Plural noun phrases in late simultaneous bilingualism: A study of English-Italian and Spanish-Italian children
H. S. Song	L2 knowledge of intervention effect in English-speaking learners of Korean
V. Stojanovik, J. Setter, L. van Ewijk	Is intonation impaired in children with Williams Syndrome?
A.-M. Tessier	Positional faith and the theory of intermediate stages in phonological development
J. Thomson, U. Goswami	Developmental dyslexia and the role of phonological neighbourhood density in new word learning
Z. Wen	On-line processing of subject-verb agreement in English by first and second language speakers

The 31st Annual

Boston University
Conference on
Language Development

November 3-5, 2006

Map of George Sherman Union (Second Floor)

Commonwealth Avenue

Conference Auditorium

Ladies' Room

Terrace Lounge

Mens' Room

To Terrace Patio →

Metcalf Hall Small Ballroom

Metcalf Hall Large Ballroom

The Ziskind Lounge

Elevator

To East Balcony →

Stone Lobby

The Islamic Prayer Room

Parking Services

Ladies' Room

Union Information

Mens' Room

Building & Grounds

Sherman Gallery

↓ To First Floor and Main Entrance

Table of Contents

Welcome

Our 31st Year

We would like to welcome all of you to the Thirty First Annual Boston University Conference on Language Development. This conference was started in 1976 and has been organized by graduate students in Boston University's Program in Applied Linguistics ever since. Over the years, various faculty members have generously given their time and energy as advisors to the conference, and several generations of graduate students have achieved continuity from one year to the next. The organizers have been honored to host participants from around the world, including linguists, psychologists, and other researchers of language acquisition and development. We thank them all for the research accomplishments they have shared with us here over the past thirty-one years.

Invited Speakers

At this year's conference, we are honored to have Roberta Michnick Golinkoff, Kathy Hirsh-Pasek, and Jürgen M. Meisel as our featured speakers. Professors Golinkoff and Hirsh-Pasek will present Friday's keynote address, "Breaking the language barrier: The view from the radical middle." Saturday's program will close with Professor Meisel's plenary address, which is entitled "Multiple first language acquisition: A case for autonomous syntactic development in the simultaneous acquisition of more than one language." We are pleased to once again host a symposium during the lunch period on Saturday. This year's symposium will highlight the latest information in the area of "Future directions in search of genes that influence language: Phenotypes, molecules, brains, and growth." The speakers are Mabel Rice, Helen Tager-Flusberg, and Simon Fisher, with Gary Marcus as discussant.

Paper and Poster Presentations

The rest of the program is devoted to a wide range of papers and posters chosen from submitted abstracts. This year we received 526 submissions, each of which was sent out to five reviewers for anonymous review. Of these, 87 papers and 66 posters were selected for presentation, for an acceptance rate of 29%. We are sorry not to have had space to include more of the many excellent submissions we received. We have also included abstracts for those individuals who generously agreed to serve as alternates in case of cancellations.

Proceedings

Once again this year we will be publishing the Proceedings of the Conference, including both papers presented and those selected for alternate status. Information about ordering copies is available in your registration folders and at the Cascadilla Press table during the book exhibit. We will also have an online supplement to the proceedings for papers given as posters, which will be published on the web by BUCLD.

Enjoy

Here at Boston University, we are committed to providing an ongoing forum for work in the diverse field of language development. We hope you will enjoy the conference!

<div align="center">

The 2006 Conference Committee
Heather Caunt-Nulton
Samantha Kulatilake
I-Hao Woo

Coordinators
Eunju Bang
Hui-Wen Cheng
Tomoko Izumi
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Boston University Conference on Language Development
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For general information about the conference, visit our website at:
http://www.bu.edu/linguistics/APPLIED/BUCLD/

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Acknowledgements

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Sigal Uziel-Karl
Marilyn Vihman
Laura Wagner
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Lydia White
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Barbara Zurer Pearson

General Information

• Registration and Session Locations
All sessions will be held in the George Sherman Union, 775 Commonwealth Avenue. Registration will take place in the 2nd floor lobby (see diagram on the back of the front cover). You may register on Thursday starting at 12:00 PM, on Friday and Saturday starting at 8:00 AM, or Sunday starting at 8:30 AM. Please register before attending the sessions. We rely greatly upon registration fees to cover the costs of the Conference. We appreciate your willingness to wear your name badge; you may be asked to present it before entering sessions.

• Plenary Events
The **Keynote Address** will be delivered by Roberta Michnick Golinkoff and Kathy Hirsh-Pasek on Friday at 8:00 PM in Metcalf Large. Poster Session I (attended) with desserts will immediately follow in the Terrace Lounge.
The **Plenary Address** will be given by Jürgen M. Meisel on Saturday at 5:45 PM in Metcalf Large. Poster Session II (attended) with hors d'oeuvres will immediately follow the address in the Terrace Lounge.
The **Lunchtime Symposium** on "Future directions in search of genes that influence language: Phenotypes, molecules, brains, and growth" with presentations from Mabel Rice, Helen Tager-Flusberg, Simon Fisher, and Gary Marcus (discussant) will be held on Saturday at 12:15 PM in Metcalf Large.

• Poster Sessions
Poster Session I: 33 posters will be on display in the Terrace Lounge. There will be two attended Poster Sessions on Friday: one at 3:30 PM and one at 9:15 PM. Refreshments will be available at both sessions.
Poster Session II: 28 posters will be on display in the Terrace Lounge. There will be two attended Poster Sessions on Saturday: one at 3:45 PM and one at 7:00 PM. Refreshments will be available at both sessions.

• Special Sessions
This year we are happy again to collaborate with the **Society for Language Development**, which will hold its third annual symposium, "Learning Verbs," on Thursday, November 2, between 1:00 PM and 7:00 PM in Metcalf Large. Speakers include Lila Gleitman, Cynthia Fisher, Adele Goldberg, and Dedre Gentner.

A special session entitled **"Federal funding: What's NEW about applying for grants on language?"** will be facilitated by Peggy McCardle (NIH) and Terence Langendoen (NSF) on Saturday at 8:00 AM in Metcalf Large. Coffee and bagels/muffins will be provided.

NSF and NIH consultation hours will be held in the Ziskind Lounge on Friday 2:30-4:30 PM and on Saturday 9:00-11:30 AM and 2:00-5:00 PM.

A **BUCLD Business Meeting** will be held on Friday at 12:30 PM in the Conference Auditorium. Come to learn more about recent changes in BUCLD, and to give your input towards plans for the future. Topics include acceptance rates, facilitating student and minority participation, and suggestions for lunch symposia.

• Additional Information
Parking is available in the lot at Granby St. for $12 on Friday and $8 on Saturday, and at the Agganis Arena (925 Commonwealth Ave.) for $8 on Friday, Saturday and Sunday. **Note:** The Agganis Arena will be hosting a hockey game on Saturday and will charge extra from 3 PM onwards. Free on-street parking is also available on Sunday.
Temporary luggage storage space will be made available next to the registration desk. The area will be staffed during conference sessions only. Although a student volunteer will be present in the registration area, participants leave their luggage at their own risk.
A **nursing room** will be available for nursing mothers in GSU 310-311.
Internet access will be available at two computer stations in the Ziskind Lounge between the hours of 8:00 AM and 6:00 PM throughout the conference.
Publishers' exhibits will be held in the Ziskind Lounge on Friday from 9:00 AM to 10:30 PM, Saturday from 10:00 AM to 8:15 PM and Sunday from 9:00 AM to 1:00 PM. For a list of exhibitors, see page 69.
Refreshments will be served in Ziskind Lounge before the morning sessions, during breaks, as well as during the attended poster sessions. A list of local restaurants is provided in your registration packet, and the Food Court on the ground floor of the George Sherman Union offers a wide selection.

The Registration desk provides the following services:
ASL Interpreters (Please inquire when you arrive.) ~ Message Board ~ Lost and Found ~ Campus Maps ~ MBTA Maps

The 32nd Annual Boston University Conference on Language Development is tentatively scheduled to be held on November 2, 3, and 4, 2007, at Boston University.

Schedule at-a-glance

Friday, November 3

8:00 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 12:30 pm	Talks
12:30 pm - 2:00 pm	BUCLD Business Meeting
2:00 pm - 3:30 pm	Talks
3:30 pm - 4:15 pm	Poster Session I Attended with refreshments and Afternoon Break with refreshments
4:15pm - 5:45 pm	Talks
5:45 pm - 8:00 pm	Dinner Break
8:00 - 9:15 pm	Keynote Address
9:15- 10:00 pm	Poster Session I Attended with refreshments

Saturday, November 4

8:00 am	Registration Begins
8:00 am- 9:00 am	Funding Symposium
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 12:00 pm	Talks
12:15 pm -2:15 pm	Lunch Symposium
2:15 pm -3:45 pm	Talks
3:45 pm - 4:30 pm	Poster Session II Attended with refreshments and Afternoon Break with refreshments
4:30 pm -5:30 pm	Talks
5:45 - 7:00 pm	Plenary Address
7:00 - 7:45 pm	Poster Session II Attended with refreshments

Sunday, November 5

8:30 am	Registration Begins
9:00 am - 10:30 am	Talks
10:30 am - 11:00 am	Morning Break with refreshments
11:00 am - 1:00 pm	Talks

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
9:00	R. Pulverman, C. Chan, C. Jie, T. Tardif, X. Meng: Motion event processing in a verb-savvy population: Chinese infants' attention to manner and path	M. Trynza: Root infinitives in early child Polish: The interpretive and syntactic properties	F. Wilson: Integration of morphosyntactic and semantic information in L2 sentence processing
9:30	M. Maguire: Getting more action: Fewer exemplars facilitate children's verb extensions	D. Rus: The acquisition of tense and agreement in early grammars and early root nonfinites (in child Slovenian) revisited	A. Fultz: Prosody in lexical and syntactic disambiguation in English-French interlanguage
10:00	A. Papafragou, S. Selimis: Lexical and structural cues for acquiring motion verbs cross-linguistically	D. Freudenthall, J. Pine, J. Aguado-Orea, F. Gobet: Modelling the cross-linguistic patterning of finiteness marking in early English, Dutch, German and Spanish using MOSAIC	L. Dekydtspotter, C. Renaud: On intermediate traces in English-French interlanguage grammar and processing
10:30	BREAK (Ziskind Lounge)		
11:00	M. Frank, V. Mansighka, E. Gibson, J. Tenenbaum: Word segmentation as word learning: Integrating stress and meaning into probabalistic models of word learning	F. Berger, A. Mueller, B. Hoehle, J. Weissenborn: German 4-year-olds' comprehension of sentences containing the focus particle 'auch' ('also'): Evidence from eye-tracking	S. Yang, B. Lust: Cross-linguistic differences in cognitive effects due to bilingualism: Experimental study of lexicon and executive attention in 3 typologically distinct language groups
11:30	S. Goldwater, T. Griffiths, M. Johnson: Distributional cues to word boundaries: Context is important	Y. T. Huang, J. Snedeker: Children's understanding of 'some': Exploring comprehension of semantic and pragmatic interpretations	D.K. Oller, L. Jarmulowicz, E. Hoff, T. Gibson: First language vocabulary suppression in early bilinguals during language immersion
12:00	Y. Lin: Weak representational bias and the discovery of linguistic categories from speech signals	J. Viau, J. Lidz, J. Musolino: Priming of abstract logical representations in 4-year-olds	V. Gathercole, E. Thomas, M. Deuchar, E. Williams: Bilingual first language development: Dominant language takeover threatened minority language take-up
12:30	BUCLD Business Meeting (Conference Auditorium)		
2:00	J Gervain, J. Mehler: Neonates' discrimination of structured vs. unstructured linguistic input: An optical topography study	K.-S. Park, U. Lakshmanan: The L2 acquisition of the unaccusative-unergative distinction in English resultatives	G. Szenkovits, F. Ramus, E. Dupoux: Developmental dyslexia: Testing the phonological output pathway
2:30	X.-N. Cao-Kam: Statistical induction in the acquisition of auxiliary-inversion	M. Umeda: Interpretation of wh-indefinites by English-speaking learners of Japanese	D. Wehner, S. Ahlfors, M. Mody: Semantic context effects during auditory perception in good and poor reading children
3:00	J. Berant, Y. Gross, M. Mussel, B. Sandbank, E. Ruppin, S. Edelman: Boosting unsupervised grammar induction by splitting complex sentences on function words	C.-K. Shan, B. Yuan: Is gradience of mapping between sematics and syntax possible in L2 acquisition?	S. Fish, R. Hoffmeister, R. McVey, L. Clinton: Bilingualism in two modalities: The relationship between L1 vocabulary in ASL and L2 reading abilities in Englsih in Deaf children
3:30	POSTER SESSION I Attended (Terrace Lounge)		
4:15	H.-J. Song, A. Konopka, T. Ratitamkul, N. Wai: Syntactic priming of phrasal verb syntax in 2.5-year-old children	G. Legendre, T. Nazzi, I. Barriere, J. Culbertson, M. Lopez-Gonzalez, E. Gussine, E. Zakourian: Acquiring subject-verb agreement in French: Evidence for early syntactic representations from comprehension	L. de Beuzeville: The role of visual and linguistic representation in the acquisition of depicting verbs in *Auslan* (Australian Sign Language)
4:45	R. Nappa, J. Trueswell, L. Gleitman: Effects of attention and intention on sentence parsing	S. Gxilishe, P. de Villiers, J. de Villiers: Acquisition of tense in Xhosa: The long and the short of it	R. Mueller de Quadros, D. Lillo-Martin: Gesture and the acquisition of verb agreement in sign languages
5:15	N. Jincho, R. Mazuka, G. Feng, N. Yamane: Children and adults show different timelines for on-line integration of prosodic cues during comprehension of syntactically ambiguous sentences: Eye-movement data from Japanese children and adults	K. Deen: Abstract case in Swahili	O. Demir, W. C. So: What's hidden in the hands? How children use gesture to convey arguments in a motion event
5:45	DINNER BREAK		
8:00	KEYNOTE ADDRESS: (Metcalf Large) "Breaking the language barrier: The view from the radical middle" Roberta Michnick Golinkoff, University of Delaware Kathy Hirsh-Pasek, Temple University		
9:15	POSTER SESSION I Attended (Terrace Lounge)		

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
8:00	NSF/NIH FUNDING SYMPOSIUM: What's NEW about applying for grants on language? (Metcalf Large)		
9:00	K. Corrigall, M. Rhemtulla, D.G. Hall: Young children's use of lexical-category-to-meaning links as tools to individuate objects	C. Lew-Williams, A. Fernald: Learning to listen ahead in Spanish: First language learners are more efficient than second language learners in on-line sentence processing	A. Theakston, C. Rowland: The development of the auxiliary category in 3-year-old children learning English
9:30	T. Mintz: Toddlers' sensitivity to the presuppositions of 'one' and 'thing'	C. McCarthy: Underspecified inflection in comprehension: Evidence from L2 Spanish	V. Valian, S. Solt, J. Stewart: Abstract categories vs. limited-scope formulae: The case of children's determiners
10:00	P. Gordon, A. Rodman: Functional quantification of object mass nouns in children and adults	R. Silva, H. Clahsen: Morphological processing in a second language: Evidence from masked priming experiments	N. Chang: Learning from understanding: A model of comprehension-based construction learning
10:30	BREAK (Ziskind Lounge)		
11:00	L. Singh, S. Nestor: Concurrent and predictive validity of infant word segmentation tasks	J. Paradis, E. Nicoladis, M. Crago: French-English bilingual children's acquisition of the past tense	Y. Gertner, C. Fisher: Predicted errors in children's sentence comprehension
11:30	A. Fernald, V. Marchman, N. Hurtado, R. Zangl: On-line speech processing efficiency is related both to early vocabulary growth and to later language accomplishments	L. Cornips, S. Brouwer, A. Hulk: Differences between comprehension and production: The mapping of neuter gender in Dutch	R. Scott, C. Fisher: Combining syntactic frames and semantic roles to acquire verbs
12:15	LUNCH SYMPOSIUM: (Metcalf Large) "Future directions in search of genes that influence language: Phenotypes, molecules, brains and growth" Mabel Rice, University of Kansas Helen Tager-Flusberg, Boston University Simon Fisher, Oxford University Gary Marcus, New York University		
2:15	A. Nadig, S. Ozonoff, L. Singh, G. Young, S. Rogers: Do 6-month-old infants at risk for autism display an infant-directed speech preference?	H. Demirdache, M. Oiry: On the felicity conditions for long-distance questions in L1 acquisition	K. Demuth, E. McCullough, M. Adamo: The prosodic (re)organization of determiners
2:45	L. Swensen, L. Naigles, D. Fein: Maternal input affects the language of children with autism	T. Heizmann: Children's acquisition of exhaustivity in clefts	H. Goad, L. White: Prosodic transfer and determiners in Turkish-English interlanguage
3:15	S. Vagh, B. Pan: Noun frequency and noun diversity in maternal talk to toddlers: A longitudinal study of low-income families	C. Léger: Understanding of factivity under negation: An asymmetry between two types of factive predicates	M. Akita: Global foreign accent and classroom input in L2 perception and production
3:45	POSTER SESSION II Attended (Terrace Lounge)		
4:30	D. Barner, J. Snedeker: The integration of compositional semantics and statistics in adjective acquisition	J. Musolino, B. Landau, G. Chunyo: Syntax in Williams Syndrome: It's not impaired or deviant	D. Stringer: Motion events in L2 acquisition: A lexical account
5:00	A. Austin, E. Newport, E. Wonnacott: Predictable vs. unpredictable variation: Regularization in adult and child learners	S. Varlokosta, V. Joffe: Inter- and intra-linguistic modularity: Evidence from Williams Syndrome	A. Brown: Development of a mature L1: Impact of exposure to an L2
5:45	PLENARY ADDRESS: (Metcalf Large) "Multiple first language acquisition: A case for autonomous syntactic development in the simultaneous acquisition of more than one language" Jürgen M. Meisel, University of Hamburg and University of Calgary		
7:00	POSTER SESSION II Attended (Terrace Lounge)		

Time	Session A (Metcalf Small)	Session B (East Balcony)	Session C (Conference Auditorium)
9:00	T. ZAMUNER: Phonotactic probabilities and prosodic position in speech perception and production	J. LEE: The role of joint attention in verb learning	R. OKABE: Bi-clausal? Mono-clausal?: The acquisition of Japanese causatives
9:30	M. MOLNAR, K. MATTOCK, L. POLKA, D. BURNHAM, S. RVACHEW: Perceptual reorganization for tone: Investigating infants' tone discrimination	Ö. GÜRCANLI, M. NAKIPOGLU, A. ÖZYÜREK: Shared information and arguement omission in Turkish	K. SUGISAKI: The configurationality parameter in the Minimalist Program: A view from child Japanese
10:00	E. TENENBAUM, J. MORGAN: Racing to segment? Top-down vs. bottom-up in infant word recognition	S. MISHINA-MORI: Argument representation in Japanese/English simultaneous bilinguals: Is there a transfer?	K. KAPETANGIANNI: Do early grammars interface with discourse/pragmatics? The evidence from Greek
10:30	BREAK (Ziskind Lounge)		
11:00	S. CURTIN, C. FENNELL, P. ESCUDERO: Infants' recognition of vowel contrasts in a word learning task	D. MATTHEWS, E. LIEVEN, M. TOMASELLO: How young children learn to use pragmatically appropriate referring expressions	E. THORDARDOTTIR: Effects of language and task demands on the manifestation of SLI: A comparison of Icelandic- and English-speaking children
11:30	C. FENNELL, S. WAXMAN, A. WEISLEDER: With referential cues infants successfully use phonetic detail in word learning	K. S. SHIN: Discourse prominence in Korean children's on-line processing of nominal reference	C. HAMANN, L. TULLER, H. DELAGE, C. HENRY, C. MONJAUZE: (Un)successful subordination in French-speaking children and adolescents with SLI
12:00	K. CHAMBERS, K. ONISHI, Y. WU, J. LOMIBAO: Nonwords and words mingle	C. ZALLER, J. LAWRENCE, E. DAIGLE: Discourse anaphora and referent choice in second language writing development	A. HESTVIK, R. SCHWARTZ, L. TORNYOVA: Gap-filling and sentence comprehension in children with SLI
12:30	R. MUGITANI, T. KOBAYASHI, S. AMANO: Perception and lexical acquisition of Japanese pitch accent in infants	K. YOSHIOKA: Tracking of animate referents in speech and gesture in L2 narrative by Dutch learners of Japanese	H. VAN DER LELY, E. FONTENAU: ERP signatures in language-impaired children reveal a developmentally domain-specific neural correlate for syntactic dependencies

ALTERNATES

M. BABYONYSHEV, L. HART, E. GRIGORENKO, J. REICH	Discourse-based movement operations in Russian-speaking children with SLI
E. CONWELL, J. MORGAN	Resolving grammatical category ambiguity in acquisition
C. DAWSON, L. GERKEN	Differential processing of language and music learned during development
L. GONNERMAN	Children's recognition of novel derived words
L. JESCHULL	Children's comprehension of completive and inceptive particle verbs
E. KALLESTINOVA	Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction
S. RASINGER	Revisiting the Critical Period: Age of onset and length of exposure?
R. SLABAKOVA	Scalar implicatures in L2 aqcuisition
Z. WEN	On-line processing of subject-verb agreement in English by first and second language speakers

	Friday, November 3 Posters will be attended from 3:30 PM - 4:15 PM and from 9:15 PM - 10:00 PM (Terrace Lounge)

Authors	Title
M. Arroyo, S. Levine, S. Goldin-Meadow	What counts as effective input for language learning?
M. Babyonyshev, L. Hart, E. Grigorenko, J. Reich	Discourse-based movement operations in Russian-speaking children with SLI
G. Bencini, V. Valian	Abstract sentence representation in 3-year-olds: Evidence from language comprehension and production
E. Cenko, N. Budwig	The acquisition of early verb constructions in Albanian
C. Chan, A. Brandone, T. Tardif	Actions in objects: How Mandarin- and English-speaking mothers differ in their talk to 22-month-olds about identical pictures
J. Childers, J. Paik	Korean- and English-speaking children use comparison in verb learning
M. Collins, J. Parish	Electronic books: Boon or bust for interactive reading?
E. Conwell, J. Morgan	Resolving grammatical category ambiguity in acquisition
C. Dawson, L. Gerken	Differential processing of language and music learned during development
Y. Fuerst	Constituent order or order of constituents: The acquisition of Hebrew DPs
M. Goldwater, J. Brunt, C. Echols	What is the role of language in pre-linguistic infants' cognition?
L. Gonnerman	Children's recognition of novel derived words
J. Hu, N. Budwig, K. Ono, H. Zhang	Individual differences in preschoolers' ability to generalize novel verbs: Evidence from their familiar verb usage
L. Jeschull	Children's comprehension of completive and inceptive particle verbs
E. Kallestinova	Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction
J.-M. Kim, S. Flynn	Development of second language rhythm: Learning of stress-timed English by syllable-timed Korean speakers
Y.-S. Kim, J. Kang	Phonological awareness for Korean-English bilingual children
H. Littlefield	Are prepositions 'lexical' or 'functional' elements? Evidence from the acquisition of English prepositions
J. Mortimer, S. Rvachew	Finite verb morphology and case marking errors in children with speech sound disorders

Friday, November 3 Posters will be attended from 3:30 PM - 4:15 PM and from 9:15 PM - 10:00 PM (Terrace Lounge)	

Authors	Title
O. Ozturk, A. Papafragou	Evidentiality and theory of mind
A. Perovic, N. Modyanova, E. Hanson, L. Rappaport, K. Wexler	Investigations of grammar in autism: Knowledge of passives and binding
H. Rabagliati, K. Fernandes, A. Senghas, S. Johnson, G. Marcus	Is rule-learning specific to language or speech?
T. Ratitamkul, A. Goldberg	Argument structure can be inferred from discourse
R. Slabakova	Scalar implicatures in L2 acquisition
M. Soderstrom	22-month-olds discriminate fluent from disfluent adult-directed speech based on prosodic characteristics
M. Sommers, J. Barcroft	Acoustic variability and learning new word forms
L. Song, R. Golinkoff, R. Seston, W. Ma	Action stations: Verb learning rests on constructing categories of action
D. Sternberg	Modeling age effects in bilingual acquisition
V. Varela	How late is late in acquisition? Evidence from a Mexican indigenous language
A. Verbuk	Acquisition of scalar implicatures: When some of the crayons will do the job
L. Wagner	Transitivity guides children's telicity interpretations with novel verbs
E. White, F. Genesee, L. White, E. King, K. Steinhauer	Factors contributing to native-like processing of a late-acquired second language: Evidence from event-related brain potentials
K. White, C. Kirk	A developmental trajectory for the statistical learning of phonological alternations

Saturday, November 4
Posters will be attended from 3:45 PM - 4:30 PM and from 7:00 PM - 7:45 PM (Terrace Lounge)

Authors	Title
B. Ambridge, J. Pine, C. Rowland	The retreat from argument-structure overgeneralization errors: Testing and disentangling the semantic-verb-class and entrenchment hypotheses
S. Bahtiyar, A. Küntay	Preschool children can assess common ground: Effect of definiteness status of referential terms
J. Boyd	Two stages of overgeneralization in English comparative acquisition
C.-H. Chen	The effect of homophone on Mandarin-speaking children's lexical organization
F. Chenu, H. Jisa	Acquisition of putting event verbs in early French
N. Gagarina, S. Armon-Lotem, O. Gupol	Developmental variation in the acquisition of L1 Russian verb inflection by monolinguals and bilinguals
C. Gu	The acquisition of English double object and prepositional datives in bilingual Cantonese-English children
M. T. Guasti, F. Arosio	Agreement and post-verbal subjects in Italian relative clauses
T. Hasegawa	Native-like knowledge without native-like performance in (very) early child L2 acquisition
M. van Heugten, E. Johnson	Dutch-learning 19-month-olds use definite articles to process speech
A. van Hout	Acquisition of aspectual meanings in a language with and without morphological aspects
B. Hollebrandse	Temporal quantification in child language
T. Ilic	What does the acquisition of the involuntary state construction in Serbo-Croatian have to tell us about the ability to represent A-chains in 3-year-olds?
T. Kobayashi, R. Mugitani, S. Amano	Mapping words to transitive actions by 14-month-old infants
H.-Y. Kwak	Scope interpretations in L2 Korean
K. Lecocq, P. Mousty, R. Kolinsky	A comparative study of reading acquisition in French-native children attending a Dutch immersion program and starting to read either in French or in Dutch
T. Nazzi, G. Iakimova, J. Bertoncini, L. Polka, M. Sundara, S. Girard	The development of word segmentation in infants acquiring different dialects of French

Saturday, November 4 Posters will be attended from 3:45 PM - 4:30 PM and from 7:00 PM - 7:45 PM (Terrace Lounge)	

Authors	Title
J. NOMURA	Japanese postposing as an indicator of emerging discourse pragmatics
F. PIZZIOLI, M. SCHELSTRAETE	Lexical association in children with specific language impairment
S. RASINGER	Revisiting the Critical Period: Age of onset and length of exposure?
T. SANO	Early acquisition of copy & movement in a Japanese OSV sentence
S. SENEVIRATNE	From simple to complex causal relations: Pragmatic development of the connective 'so'
L. SERRATRICE, A. SORACE, F. FILIACI, M. BALDO	Plural noun phrases in late simultaneous bilingualism: A study of English-Italian and Spanish-Italian children
H. S. SONG	L2 knowledge of intervention effect in English-speaking learners of Korean
V. STOJANOVIK, J. SETTER, L. VAN EWIJK	Is intonation impaired in children with Williams Syndrome?
A.-M. TESSIER	Positional faith and the theory of intermediate stages in phonological development
J. THOMSON, U. GOSWAMI	Developmental dyslexia and the role of phonological neighbourhood density in new word learning
Z. WEN	On-line processing of subject-verb agreement in English by first and second language speakers

Session A--Metcalf Small

Motion event processing in a verb-savvy population:
Chinese infants' attention to manner and path

Rachel Pulverman, University of Michigan
Cheri Chan, University of Michigan
Chen Jie, Peking University
Twila Z. Tardif, University of Michigan
Xiangzhi Meng, Peking University

This experiment explores infants' attention to two of the most frequent elements of events encoded in motion verbs cross-linguistically-- manner and path. Previous research has shown that English- and Spanish-learning infants attend to both manner and path, and that attention to manner interacts with both vocabulary level and the language being learned. This experiment replicates the previous studies using infants learning Chinese. Mandarin-learning 14- to 17-month-olds from Beijing with 'high' and 'low' vocabularies were habituated to a silent motion event with a manner and a path, and then tested on 4 types of events (as compared to the habituation event): same path, same manner; different path, same manner; same path, different manner; and different path, different manner. Preliminary results suggest that Mandarin-learning infants, regardless of vocabulary level, attend to events similarly to high vocabulary English learners. Cross-linguistic differences in lexical acquisition will be used to explain these results.

Session B--East Balcony

Root infinitives in early child Polish:
Their interpretive and syntactic properties

Marta Tryzna
University of Iowa

Contrary to what has previously been argued (Bar-Shalom & Snyder 1987), this study demonstrates that early child Polish contains between 7% to 46% of RIs. The data, available on CHILDES (MacWhinney & Snow 1985) involves three longitudinal studies of monolingual Polish children (Kasia, Basia, Inka) aged 17 months to 23 months.

From the interpretive viewpoint, RIs are shown to involve only eventive predicates and to have exclusively modal reference, which conforms to both the Eventivity Constraint and Modal Reference Effect (Hoekstra & Hyams 1998).

From the syntactic viewpoint, RIs are discussed in the light of the Null Modal Hypothesis (Boser et al. 1992), which is supported by the presence of overt subjects in the majority (60%) of RI constructions.

The paper postulates viewing the RI stage as involving two structures, a finite one, where RIs complement a null modal and have exclusively irrealis reference, and a non-finite one, where RIs have unspecified temporal reference.

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Session C--Conference Auditorium

Integration of morphosyntactic and semantic information in
L2 sentence processing

Frances Wilson
University of Edinburgh

This study presents data from a visual-world paradigm experiment which indicates that L2 learners are able to integrate morphosyntactic and semantic information to predict properties of subsequent input. Adult learners of L2 German with English L1 and native German speakers viewed scenes with, e.g., images of a cabbage, a rabbit and a fox, and heard either an SVO or OVS sentence. Kamide, Scheepers and Altmann (2003) demonstrated that when native speakers of German hear an SVO or OVS sentence, they are able to launch anticipatory saccades to the most plausible second NP, e.g. for the OVS sentence *Den Hasen frisst gleich der Fuchs* ('The rabbit is eaten immediately by the fox') there are more looks towards the fox image, as this is the most plausible Subject. Although slower, L2 learners were able to launch anticipatory saccades towards the appropriate image. Implications for theories of L2 sentence processing are discussed.

Session A--Metcalf Small

Getting more action: Fewer exemplars facilitate children's verb extensions

Mandy J. Maguire
University of Texas, Dallas

Verb acquisition is partially slowed because of children's attention to objects and actors over relations. How children overcome this problem is unclear. Many different exemplars of an action may allow children to abstract relational information from the particular agent (Gentner 2003).

However, relational category research indicates that fewer examples allow children to focus on relations (Cassasola 2005). In a pointing paradigm, we tested 31- and 37-month-olds' ability to extend a novel verb label ("*blicking*") when exposed to four different exemplars of an action compared to one exemplar repeated four times. Children then saw two novel actors, one performing the target action, the other performing a novel action.

Participants were asked, "Which one is *blicking*?". Both age groups correctly extended the novel label only in the one label condition. This indicates that for initial verb representations fewer exemplars help children overcome their agent focus and extract the relevant relational information.

Session B--East Balcony

The acquisition of tense and agreement in early grammars and early root nonfinites (in child Slovenian) revisited

Dominik Rus
Georgetown University

"Underspecification", "phrase structure truncation", "maturation of functional material", and "performance limitations accounts" all seem to agree that children learn the verb's syntactic properties extremely early, though they say little about the morphological learning of T/Agr itself. Moreover, they do not predict several observations about RIs that have been established recently, namely the gradient distribution, variability within/across speakers, RIs as hidden finites, a high number of errors in certain contexts, and different morphological realizations of RI-analogues. Our study shows that when carefully quantifying the child Slovenian (CS) data we find extremely variable error rates in different "systems". Though previous studies on CS have reported (near)-perfect T/Agr, more than 90% are 3SgPres Vs—merely stems with thematic vowels in adult language—which we analyze as RI-analogues rather than correctly-inflected finite Vs. We posit a developmental hierarchy, similar to the one proposed by "morpheme studies" and in line with computational complexity accounts, and neuroscience accounts on the generation and processing of functional categories, specifically the Inflectional Hierarchy Hypothesis.

Session C--Conference Auditorium

Prosody in lexical and syntactic disambiguation in English-French interlanguage

Audrey Liljestrand Fultz
Indiana University

Some researchers argue that differences in L2 and NS syntactic ambiguity resolution results from different processing strategies. Not considered in previous L2 research is Fodor's (2002) claim that prosodic parameterization explains cross-linguistic ambiguity resolution differences, in which case non-native-like prosodies imposed on sentences, even in silent reading, may factor into differing L1 and L2 ambiguity resolution, while processing strategies remain fundamentally identical. This paper examines prosody's effect on L2 French speaker's interpretations. Two proficiency levels were tested on three ambiguity types in L2 French: (1) word boundaries, (2) PP attachment, and (3) relative clause attachment. Results show that these learners are sensitive to prosody in making final interpretations and they also indicate that such factors, as ambiguity type and proficiency level, can affect the extent to which learners are successful in using prosodic information.

Notes

Session A--Metcalf Small

Lexical and structural cues for acquiring motion verbs cross-linguistically

Anna Papafragou, University of Delaware
Stathis Selimis, University of Athens

Languages differ in how they encode motion, both in terms of vocabulary (English encodes manner of motion in verbs, Greek also encodes path) and syntax (manner-verb resultatives such as '*The bottle floated out of the cave*' are grammatical in English but not in Greek). Here we ask how lexical and structural constraints are used by young children in hypothesizing meanings for motion verbs cross-linguistically. English- and Greek-speaking adults and 5-year-olds saw animated motion clips in a no verb condition (*Look! The bottle is doing something!*), a verb condition (*Look! The bottle is glorping!*), or a resultative frame condition (*Look! The bottle is glorping out of the cave!*). Then participants were presented with a manner and a path variant of the original event and had to pick the screen where the bottle was "*doing the same thing*"/"*glorping*". We found that language-internal cues (lexicalization cues and syntactic information) shape novel motion verb conjectures in both young and more experienced (adult) learners.

Session B--East Balcony

Modeling the cross-linguistic patterning of finiteness marking in early English, Dutch, German and Spanish using MOSAIC

Daniel Freudenthal, Julian M. Pine
and Javier Aguado-Orea, University of Liverpool
Fernand Gobet, Brunel University

In this paper we present simulations of the Optional Infinitive phenomenon across four languages (English, Dutch, German, and Spanish) using MOSAIC, a simple distributional analyser with no built-in syntactic knowledge that learns from the right edge of the utterance. We show that MOSAIC is able to capture the initially high proportion of OI errors in OI languages such as English, Dutch and German and the near absence of such errors in a non-OI language such as Spanish. We also show that MOSAIC is able to capture quantitative differences in the proportion of OI errors in two very similar languages (Dutch and German). Both of these effects are simulated as a result of the interaction between the model's utterance-final bias in learning and the relative frequency of finite and non-finite verb forms in utterance-final strings of increasing length in the input language.

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Session C--Conference Auditorium

On intermediate traces in English-French interlanguage grammar and processing

Laurent Dekydtspotter and Claire Renaud
Indiana University

On Clahsen and Felser's (2006a, b) Shallow Structures Hypothesis, L2 perceivers do not posit intermediate traces (Marinis, Roberts, Felser & Clahsen 2005; Felser & Roberts 2005). We investigated intermediate traces as cyclic triggers for stylistic inversion and as licensors of embedded clause construal in long distance questions in English-French (1a-d).

(1) a. *Quand Paul/ a dit /que/ Céline/ reviendrait/ en ville?*
　　 b. *Quand Paul a dit que reviendrait Céline en ville?*
　　 c. *Quand a dit Paul que Céline reviendrait en ville?*
　　 d. *Quand a dit Paul que reviendrait Céline en ville?*
(2) *Quand partira Jean?*

For learners who accepted simple inversions (2), we analyzed results of a paper-and-pencil truth-value judgment task investigating the pattern in (1a-d) requiring the presence of an intermediate trace and a computerized truth-value judgment task in a moving-window format probing the interpretation-dependent processing of (1a). We found effects that *prima facie* require intermediate traces in English-French.

Session A--Metcalf Small

Word segmentation as word learning:
Integrating stress and meaning with distributional cues

Michael C. Frank, Vikash Mansinghka,
Edward Gibson and Joshua Tenenbaum
Massachusetts Institute of Technology

In acquiring a language, infants must both learn to segment the utterances they hear into words and learn the meanings of those words. Distributional information and prosodic cues are both useful in segmentation, but do these cues interact with one another and are they relevant for learning word meanings? In Experiment 1, we found that adults were able to learn words and word-meaning correspondences from unsegmented speech accompanied by novel pictures. In Experiment 2, we exposed adults to synthesized speech with a novel prosodic cue marking word boundaries and found that they were able to use this cue for segmenting sentences comprised of words not present in training. We present a probabilistic model of word learning (derived from Brent 1999) which displays these results, congruent with the view that word segmentation is a byproduct of the process of identifying meaningful units of speech -- in other words, word learning.

Session B--East Balcony

German 4-year-olds' comprehension of sentences containing the focus particle *auch* ('also'): Evidence from eye-tracking

Frauke Berger and Barbara Hoehle, University of Potsdam
Anja Mueller and Juergen Weissenborn, Humboldt University

Previous studies found that children up to school age have difficulties comprehending sentences containing the additive particle *auch* ('also') (Hüttner et al. 2004; Bergsma 2006). This late receptive mastery of *auch* contrasts to its early production in the first multi-word utterances (Nederstigt 2001; Penner et al. 2000) We present the results of an eye-tracking study on German 4-year-olds' interpretation of sentences containing the particle *auch* questioning this acquisition pattern. 34 children were presented with sentences containing the accented postverbal *auch* or the unaccented postverbal *auch*. Our results indicate that 4-year-olds display more adult-like comprehension than indicated by previous studies: they already show the ability to establish alternative sets of sentence constituents in the discourse model. Furthermore, they seem to be able to use accent as a cue for determining the appropriate domain of application of *auch*. This suggests that previously used off-line techniques might underestimate children's abilities in this area.

Session C--Conference Auditorium

Cross-linguistic differences in cognitive effects due to bilingualism: Experimental study of lexicon and executive attention in 3 typologically distinct language groups

Sujin Yang and Barbara Lust
Cornell University

The present study investigated the effects of typological distances in bilingual language combinations. It is probable that an interlanguage system would differ among bilinguals according to what languages are combined to create bilingualism and varying combinations of bilingual languages might produce different linguistic and cognitive demands and advantageous effects. We hypothesized that certain specific typological similarities and differences would create differences both in lexical knowledge (linguistic dimension) and in executive attention (cognitive dimension). Three typologically distinct bilingual groups (Korean, Chinese and Spanish bilinguals) were given measures of lexical knowledge and executive attention task (ANT). Significant typological effects were found in both linguistic and cognitive dimensions. The Spanish bilingual group showed a superior linguistic advantage over Korean and Chinese bilinguals in English lexical knowledge, whereas the last two groups showed cognitive advantages in executive attention. The notion of 'typological distance' will be discussed from a perspective of language processing theories.

Notes

Session A--Metcalf Small

Distributional cues to word boundaries: Context is important

Sharon Goldwater, Stanford University
Thomas Griffiths, University of California, Berkeley
Mark Johnson, Brown University

In this work, we use computational modeling to investigate the kinds of statistical cues that might be useful for word segmentation in infants. We consider two different Bayesian models of segmentation. Both models assume that the learner's goal is to identify lexical items and use them to segment the input. The first model, like most previous modeling and experimental work (e.g., Brent 1999; Saffran et al. 1996), additionally assumes that words occur with the same probability regardless of context. This model undersegments the data, identifying many common word sequences as individual words.

In our second model, sequential relationships between words are taken into account. Segmentation is greatly improved and more accurate than previously published models. We suggest that, for a statistical segmentation strategy to be successful, it is important to account for context by considering the statistical properties of word sequences. We discuss the implications for proposals based on transitional probabilities.

Session B--East Balcony

Children's understanding of '*some*': Exploring comprehension of semantic and pragmatic interpretations

Yi Ting Huang and Jesse Snedeker
Harvard University

Previous research on the development of the semantics-pragmatics interface has demonstrated that while children are more literal than adults, early interpretations are also extremely task-dependent. Could prior findings reflect aspects of the judgment tasks? Do we see these same patterns during processing of unambiguous sentences? We explore the time-course of scalar interpretations using the visual-world eye-tracking paradigm. Adults and children were presented with four characters (girl with two socks, boy with two socks, girl with three soccer balls, boy with none) and asked to "Point to the girl that has *some* of the socks." Semantically, this command is consistent with both girls prior to the final noun. However, pragmatically the referent can be disambiguated after the quantifier. We found that upon hearing *some*, participants looked equally often at both girls. Furthermore, children failed to disambiguate the target until the end of the noun, demonstrating considerable reliance on lexical information.

Notes

Session C--Conference Auditorium

First language vocabulary suppression in early bilinguals during language immersion

D. Kimbrough Oller, Linda Jarmulowicz
and Todd Gibson, University of Memphis
Erika Hoff, Florida Atlantic University

Bilingualism research has suggested that individuals tend to speak the language of their peers. Our data from Kindergarten second-language (L2) learners suggest a shift from the family's L1 (Spanish) to the peers' L2 (English) within the first months of L2 exposure, with suppression of L1 in the L2 context. Children were tested in K on expressive and receptive vocabulary in English, and Hispanic children were similarly tested in Spanish. The data suggest that language shift and L1 attrition are not only gradual products of increasing skill in L2 but are also immediate effects of immersion in L2 involving suppression of L1. The results suggest that whatever biological and social factors drive peer effects in language choice, they are present from very early in life.

Session A--Metcalf Small

Weak representational bias and the discovery of linguistic categories from speech signals

Ying Lin
University of Arizona

Initial bias and statistics have been regarded as two diametrically opposed approaches to early phonological acquisition. While one sees input to infants as inherently symbolic and based on a set of universal phonetic features and segments, the connectionist approach claims that the basis of phonological acquisition is the ability to extract statistical information from speech signals. Rather than dichotomizing initial bias and statistics, this paper explores an intermediate standpoint by constraining the statistical learner with weaker assumptions about the input signal, namely: (i) the basic units of speech are discrete categories; (ii) each spoken utterance has a combinatorial structure. The learner tries to "break the speech code" in an unsupervised manner, where the "code" -- abstract representation -- is similar to adult language, but based on broad phonetic categories. Using speech data as input, our simulations demonstrate the benefits of integrating the symbolic and statistical influences through probabilistic models.

Session B--East Balcony

Priming of abstract logical representations in 4-year-olds

Joshua Viau, Northwestern University
Jeffrey Lidz, University of Maryland
Julien Musolino, Indiana University

We demonstrate that children's abstract logico-syntactic structures can be primed in several ways. Whereas adults will assign either scopal interpretation to quantificational NPs (QNPs) in ambiguous sentences containing QNPs and negation (e.g., *Every horse didn't jump over the fence*), 4-year-olds strongly prefer surface scope (*no horse jumped*) over inverse scope (*not all horses jumped*). Our Experiment 1 confirms recent work suggesting that accessing the dispreferred inverse scope interpretation of ambiguous QNPs in pragmatically supportive contexts makes it significantly easier for 4-year-old children to access that interpretation later in less supportive contexts. In addition, our Experiment 2 demonstrates that children show equal improvement in accessing the inverse scope interpretation of ambiguous test sentences after being trained with unambiguous sentences that have the same truth conditions. Both types of training tests (e.g., story type and truth conditions) led to a change in the balance of power between competing interpretations of ambiguous QNPs.

Session C--Conference Auditorium

Bilingual first language development: Dominant language takeover, threatened minority language take-up

Virginia C. Mueller Gathercole, Enlli Môn Thomas,
Margaret Deuchar and Eddie Williams
University of Wales Bangor

This project explored the factors that affect the extent to which bilingual speakers become fully bilingual in their two community languages. There is growing evidence that in bilingual communities, in which one language is very dominant over the other, acquisition of the dominant language may be quite unproblematic across sub-groups, while acquisition of the minority language can be hampered under conditions of reduced input (Allen 2006; Meisel 2006; Schlyter & Hakansson 1994). In North Wales, children are exposed to both English and Welsh from an early age, but they come from homes in which only Welsh is spoken, both Welsh and English are spoken, or only English is spoken. Children attend schools, starting at least by age 4, in which Welsh is usually the primary medium of education. The data reported here indicate that regardless of home language background, speakers develop equivalent, mature command of English, but that command of Welsh is directly correlated with the level of input in Welsh in the home.

Notes

Session A--Metcalf Small

Neonates' discrimination of structured vs. unstructured linguistic input: An optical topography study

Judit Gervain and Jacques Mehler
Scuola Internazionale Superiore di Studi Avanzati (SISSA)

The fact that infants acquire their native language in only a few years raises the question of just how early learning begins. We carried out an optical topography brain imaging study to test neonates' ability to detect structured patterns in the linguistic input. Comparing auditory artificial language stimuli containing repetitions (ABB, e.g. 'nubaba', 'bigege') with ones lacking any structural pattern (ABC, e.g. 'nubage', 'bigeta'), we have found that the neonate brain reacts significantly more to repetitions, proving evidence of very early sensitivity to basic linguistic patterns like repetitions. Moreover, this enhanced activation is mostly found in the left hemisphere and in the frontal areas, in accordance with previous studies on the early lateralization of language (Pena et al. 2002) and on the processing of local structural relations (Friederici et al. 2005).

Session B--East Balcony

The unaccusative-unergative distinction in English resultatives: Evidence from Korean L2 learners of English

Kyae-Sung Park, University of Hawai'i at Manoa
Usha Lakshmanan, Southern Illinois University at Carbondale

We report the results of a study that investigated whether Korean L2 learners of English know that English resultative expressions are compatible with transitive verbs (*Mary broke the vase into pieces*) and alternating unaccusative verbs (*The vase broke into pieces*), but not with unergative verbs (**Mary shouted hoarse*). 27 (12 intermediate and 11 advanced) Korean L2 learners of English and 14 native speakers of English completed a context-embedded grammaticality judgment task (based upon Hirakawa 2003). The target sentences were 15 resultatives involving three verb types (transitives, unergatives and alternating unaccusatives). Both L2 proficiency groups, like the native speakers of English, strongly accepted resultatives with transitives and alternating unaccusatives. The advanced L2 group (but not the intermediate L2 group) correctly rejected resultatives with unergatives, although their rejection was weaker than that of the native speakers. The implications of the findings in relation to L1 influence and the operation of universal mechanisms of unaccusativity will be discussed.

Notes

Session C--Conference Auditorium

Developmental dyslexia:
Testing the phonological output pathway

Gayaneh Szenkovits, Franck Ramus and Emmanuel Dupoux
Laboratoire de Sciences Cognitives et Psycholinguistique
(EHESS/CNRS/ENS)

It is widely accepted that dyslexic individuals present with a phonological deficit namely, a difficulty to mentally represent, store and manipulate the speech sounds of their native language. In this series of experiments, we attempt to test the output pathway and its processes. First, we aimed to tease apart if dyslexics' widely documented difficulties on Rapid Automatic Naming tests stem either from a deficit in lexical retrieval or in the output phonological buffer. Results suggest a deficit at the stage of lexical retrieval, but not in the output phonological buffer. Second, we aimed to further disentangle the respective contributions of the retrieval of the semantic form of the word from that of the retrieval of the phonological form. On the basis of these experiments, we conclude that, during lexical retrieval, dyslexics present a normal semantic access but an altered phonological access of the word form.

Session A--Metcalf Small

Statistical induction in the acquisition of auxiliary-inversion

Xuân-Nga Cao Kam
City University, New York

Successful outcomes have been reported for statistical modeling of syntax acquisition. We seek to determine what kinds of facts statistical models are able to pick up from input. A bigram model that successfully differentiates grammatical from ungrammatical auxiliary inversion in complex sentences (Reali & Christiansen 2005) was subsequently found to be limited to one sub-type, without generalization (Kam et al. 2005). Our research strategy systematically increases the model's resources, to identify conditions under which it captures broader linguistic generalizations.

We trained the bigram model on a richer corpus of speech to an older child and on a much larger corpus from several children. We provided lexical category information with and without individual function words identified. We escalated from bigrams to trigrams. None of these additions of power yielded broader linguistic coverage. At present, then, there is no evidence that n-gram learners given real-life input can acquire a general rule for auxiliary inversion.

Session B--East Balcony

Interpretation of wh-indefinites by Chinese- and English-speaking learners of Japanese

Mari Umeda
McGill University

Japanese wh-words are called wh-indefinites as they lack inherent quantificational force (Nishigauchi 1990). They are interpreted as wh-interrogative-phrases, existential quantifiers, or universal quantifiers depending the type of Q-particles they associate with. The present study investigates whether Chinese- and English-speaking learners of Japanese are able to acquire Japanese wh-indefinites. Chinese wh-words are wh-indefinites, just like their Japanese counterparts, whereas English wh-words are not, as they are associated with the interrogative force. A question-answer pair acceptability judgment task and a translation task were used to investigate their interpretations of wh-indefinites in Japanese. The results show that Chinese-speaking learners are more accurate at interpreting wh-words as wh-indefinites than English-speaking learners. English-speaking learners seem to be able to acquire wh-indefinites, although it requires more time compared to Chinese-speaking learners. The results are discussed under the two approaches, the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse 1996) and the Feature Reassembly Approach (Lardiere 2005).

Session C--Conference Auditorium

Semantic context effects during auditory perception in good and poor reading children

Daniel T. Wehner, Massachusetts Institute of Technology
Seppo P. Ahlfors and Maria Mody, MGH/MIT/HMS
Athinoula A. Martinos Center for Biomedical Imaging

Many children with dyslexia appear to develop relatively normal spoken language and reading comprehension skills despite deficits in phonological processing abilities. We used a combination of behavioral and neuroimaging (EEG and MEG) methods, to investigate the role of contextual facilitation on auditory word perception in children who were good or poor readers. Two groups of children (9-13 years old), good and poor readers, listened and made acceptability judgments (via button press) to sentences that ended in words that were either semantically congruent or incongruent with the sentence meaning. Additionally, semantically incongruent final words were either phonologically similar or phonologically dissimilar to the expected congruent word. Poor readers compared to good readers showed longer reaction times, more errors, and decreased N400 effects for phonologically similar stimuli, suggesting that in order to compensate for poor phonological processing skills, poor readers may rely more extensively on sentence context for accurate perception of words.

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Session A--Metcalf Small

Boosting unsupervised grammar induction by splitting complex sentences on function words

Jonathan Berant, Yaron Gross, Matan Mussel,
Ben Sandbank and Eytan Ruppin, Tel Aviv University
Shimon Edelman, Cornell University

The statistical-structural algorithm for unsupervised language acquisition, ADIOS, detects in complex sentences patterns that combine parts of different clauses, negatively affecting performance. We address this problem by splitting complex sentences on function words, thus simplifying the training data and preventing acquisition of "across-clauses" patterns. To test this approach, we used an artificial CFG to generate three types of complex sentences: complementation, reletivization and co-ordination, and observed the effects of splitting the sentences on various function words. We found that splitting coordinate clauses on conjunctions yields better performance than splitting also on complementizers, or splitting the clauses arbitrarily. We further tested our method on a corpus of children literature, with a similar positive outcome. Last, we tested a method for an unsupervised identification of conjunctions, based solely on particle statistics, using distributional clustering. In summary, it appears possible to enhance the capabilities of the ADIOS algorithm without detracting from its unsupervised nature.

Session B--East Balcony

Is gradience of mapping between semantics and syntax possible in L2 acquisition?

Chuan-Kuo Shan, Tung Nan Institute of Technology
Boping Yuan, University of Cambridge

The split-intransitivity hierarchy (Sorace 1993a, 1993b, 1995, 2000, 2004) implicates that split intransitivity is a gradient phenomenon, in terms of the consistency of a verb mapping onto the syntactic configuration that determines unaccusativity or unergativity. We have established a hierarchy of split intransitivity in Chinese existential constructions, i.e., the Aspect Marker Selection Hierarchy (AMSH), which represents not only an aspectual hierarchy of telicity but a hierarchy of split intransitivity. An empirical study was conducted to investigate whether L2 learners of Chinese, a non-Indo-European language, exhibit behavior similar to learners of Romance languages whose judgments were found to be conditioned by the split-intransitivity hierarchy. The results indicate that, like native speakers, English near-native speakers of Chinese exhibit gradient aspect marker selection, showing sensitivity to the hierarchy. Our study suggests that, as far as unaccusativity is concerned, native-like knowledge of the subtle gradience at the lexicon-syntax interface is possible in L2 acquisition.

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Session C--Conference Auditorium

Bilingualism in two modalities: The relationship between L1 vocabulary in ASL and L2 reading abilities in English in Deaf students

Sarah Fish and Robert Hoffmeister, Boston University
and The Learning Center for Deaf Children
Rebecca McVey, Horace Mann School for the Deaf
and Hard of Hearing
Leroy Clinton, Boston University

This presentation explores the nature of the relationship between L1 vocabulary knowledge in a signed language (i.e., American Sign Language) and L2 reading success in a spoken language (i.e., English print) in Deaf children. Data from 189 Deaf subjects (7 to 20 years old) who completed three language tasks (one for ASL and two for English) will be presented.

Our results indicate that, in fact, ASL rare vocabulary knowledge is strongly correlated with both reading vocabulary knowledge ($r=.62$, $p<0.01$) and reading comprehension ability ($r=.63$, $p<0.01$) in English for all of our subjects. This result is particularly intriguing given the modality differences between the two languages, as it appears that L1 knowledge in a sign modality can indeed support and encourage the reading skills of an L2 existing in the oral modality (as represented in print).

Session A--Metcalf Small

Syntactic priming of phrasal verb syntax in 2.5-year-old children

Hyun-joo Song, Yonsei University
Agnieszka Konopka, Theeraporn Ratitamkul and
Nancy Wai, University of Illinois, Urbana-Champaign

Current studies examined whether young children represent an abstract syntactic structure of sentences when processing sentences. 2.5-year-old children repeated sentences containing phrase verbs that permit two orderings: The particle can immediately follow the verb (Post-verb: *Mary finished off the pizza*.) or can follow the direct object (Post-object: *Mary finished the pizza off*). Each target sentence was preceded by one prime sentence with either the post-verb or post-object structure. The prime and test sentences shared no content words, and did not have the same particle. The experimenter repeated priming sentences played from a computer and then asked children to repeat target sentences. Children were more likely to produce post-object responses when the target sentence was preceded by a post-object prime. Thus, particle placement could be primed in children's repetitions of sentences containing phrasal verbs. By 2.5 years of age, children readily extract abstract syntactic information from sentences in the input.

Session B--East Balcony

Acquiring subject-verb agreement in French: Evidence for early syntactic representations from comprehension

Geraldine Legendre, Johns Hopkins University
Thierry Nazzi, Université Paris 5
Isabelle Barriere, Yeled v'Yalda Development
and Education Research Institute
Jenny Culbertson, Monica Lopez-Gonzalez,
Ebonye Gussine, and Erin Zaroukian
Johns Hopkins University

We report on novel results pertaining to the comprehension of subject-verb agreement in young children acquiring French as their native language. We present experimental evidence based on the Intermodal Preferential Looking Procedure (Golinkoff et al. 1987) that 30-month-old children are able to discriminate/ comprehend singular from plural linguistic stimuli consisting of a masculine subject clitic pronoun (*il* 'he' vs. *ils* 'they'), a verb selected from the set of transitive verbs understood by a given child (based on MCDI-like parental reports collected as part of the same project), and a nonce object NP insuring that results are not biased on the basis of familiarity with a particular object. To the best of our knowledge, these results provide the first experimental evidence that 30-month-olds have reached a milestone in acquiring the verbal morphosyntax of French.

Session C--Conference Auditorium

The role of visual and linguistic representation in the acquisition of depicting verbs in *Auslan* (Australian Sign Language)

Louise de Beuzeville
Macquarie University

This paper presents the results from a major study on the acquisition of depicting verbs in *Auslan*. I present findings from data collected twice from 27 native signing deaf children (aged 4;0 to 10;11) in Australia, comparing their development of depicting verbs with expected patterns of development in visual and linguistic systems of representation. The tools used to elicit the depicting verbs were 60 video clips used by Supalla (1982) and 18 interactive games from Schick (1987). Adult responses (25 and 5 respectively) to the same stimuli were used as 'targets' with which to compare the children's responses. As well as providing essential descriptive information on the acquisition of depicting verbs, I contribute to the debate on their status by claiming that it is at least a plausible explanation (and thus merits further investigation) that children are relying on visual-spatial skills as well as, or instead of, purely linguistic skills.

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Session A--Metcalf Small

Effects of attention and intention on sentence parsing

Rebecca Nappa, John C. Trueswell and Lila R. Gleitman
University of Pennsylvania

Here we study intentional factors (eye-gaze/pointing) used in child parsing using previously studied global syntactic attachment ambiguities (*Hit the frog with the flower*). If language learners make syntactic choices using intention, this demonstrates the role social context plays in language learning. Two experiments (using preschoolers and adult controls) assessed utilization of intention when interpreting language. A visual-world paradigm was used, where subjects viewed objects and were instructed as to how to interact with them. These instructions contained global syntactic ambiguities; participants received eye-gaze and pointing cues directing them to one interpretation. Participants' reaching behavior (reflecting syntactic selection) and eye-movements were recorded. Results show that participants integrated intentional cues into their interpretations, but only adults can use this information to select between syntactic alternatives ($p<0.05$). These data demonstrate that language comprehension integrates across several informational channels throughout the parsing process, with successful integration of pragmatic information in development during the preschool period.

Session B--East Balcony

Acquisition of tense in Xhosa:
The long and the short of it

Sandile Gxilishe, University of Cape Town
Jill de Villiers and Peter de Villiers, Smith College

The paper explores whether Xhosa-speaking children know the grammatical conditions on tense forms. Six monolingual Xhosa speakers were followed longitudinally for two years from age 2;0 to 3;3 years. Like Swahili, no optional tense stage is evident in Xhosa. There are complicated grammatical conditions on the so-called long versus short form of the present and recent past in Xhosa. The long form of the verb tense is used when the verb is last in the clause, or has overt Object Agreement. It was hypothesized that children might adopt a simpler version of the rules, reserving short forms for transitives and long forms for intransitives. However, close analysis of the conditions of use of each Tense revealed that the adult rules accounted for a much higher percentage of their utterances than did the simpler rule.

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Session C--Conference Auditorium

Gesture and the acquisition of verb agreement in
sign languages

Ronice Mueller de Quadros, Universidade Federal de
Santa Catarina
Diane Lillo-Martin, University of Connecticut
and Haskins Laboratories

This study examines the relationship between the use of gestures and the acquisition of verbal morphology in five deaf children (three acquiring American Sign Language, and two Brazilian Sign Language). Contrary to previous claims, verbal morphology is used correctly at all ages with few errors; however, verbs which require agreement with person arguments are of low frequency. Although non-sign reaching gestures are used by children more often than by adults, this does not account for the lower frequency of person-agreeing verbs. Gestures and emblems are used to indicate meanings of both agreeing and non-agreeing verbs which the children already have in their sign lexicons. They are used like the gestures and emblems of similar-aged hearing children. The low frequency of these verbs can be attributed to their argument structure and semantics. The correct use of agreeing forms is evidence of early mastery of verbal morphology despite their low frequency.

Session A--Metcalf Small

Children and adults show different timelines for on-line integration of prosodic cues during comprehension of syntactically ambiguous sentences: Eye-movement data from Japanese children and adults

Nobuyuki Jincho, RIKEN BSI
Reiko Mazuka, RIKEN BSI and Duke University
Gary Feng, Duke University and RIKEN BSI
Naoto Yamane, Tokyo Gakugei University and RIKEN BSI

The study investigated how children and adults integrate different parts of prosodic cues into syntactic analyses of one ambiguous construction in real-time. We adapted a visual world paradigm to a four-panel picture selection task, and monitored the eye movement of 6-year-old Japanese children and adults during the comprehension of ambiguous sentences. Accuracy of the task showed that both adults and children could choose the correct pictures reliably. Analysis of the eye movements suggests that adults initially parsed the sentence as a left-branching structure irrespective of prosody and switched their interpretations when they temporarily garden-pathed. In contrast, children continued to look equally at the two candidate pictures, and their gazes concentrated on one picture only after hearing disambiguating words. These results suggest that children and adults may differ in how prosodic cues are integrated on-line into syntactic analysis, even in cases where they ultimately reach the same interpretation.

Session B--East Balcony

Abstract case in Swahili

Kamil Ud Deen
University of Hawai'i at Manoa

Naturalistic data from four Swahili-speaking children provide evidence for knowledge of abstract case in Swahili, a language that does not mark case overtly, and for which there is no evidence in the input. It is shown that (i) Swahili-speaking children produce a sentence type that is unmodeled in the input, and (ii) within this unmodeled sentence type, they exhibit knowledge that precisely matches the abstract linguistic principle that governs the behavior of subjects with respect to tense. This knowledge is argued to derive from principles made available to the child by Universal Grammar. Various alternative explanations are considered (general argument omission, generalizing/analogy from other clause types in the input, etc.), none of which account for the data. The conclusion is that children exhibit this knowledge despite a poverty of evidence in the input because the child's learning is shaped by principles made available by UG.

Session C--Conference Auditorium

What's hidden in the hands? How children use gesture to convey arguments in a motion event

Ozlem Ece Demir and Wing Chee So
University of Chicago

Young children learning languages that permit argument omission (e.g., Turkish) omit arguments more frequently than children learning languages that do not permit argument omission (e.g., English). Do children learning different languages use gesture differently to express arguments? We asked 9 English- and 10 Turkish-learning children, ages 3-5, to describe vignettes displaying motion events. We transcribed how often the children represented arguments in words and gestures in a complete description of each scene (e.g., man pushes cart to woman). As expected, English-learning children were more likely to convey arguments in speech than Turkish-learning children. Although Turkish-learning children produced fewer arguments in speech than English-learning children, they produced more gestures for missing arguments, and used gestures to specify pronouns more often than English-learning children. Consequently, by using gesture to augment the tools provided by their language, the Turkish-learning children effectively specified arguments to the same degree as the English-learning children.

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Language development: The view from the radical middle

Roberta Michnick Golinkoff, University of Delaware
Kathy Hirsh-Pasek, Temple University

Research in language acquisition has often been characterized by heated debate between nativistic and pragmatic approaches to development. Recent trends in psychology softened this debate, encouraging truly interactive theories that sit at the "radical middle." After discussing the role that the study of language comprehension has played in our deepening understanding of the processes involved in language learning, we offer one developmental, interactive approach to word learning – the Emergentist Coalition Model. This model posits an active child who is sensitive to input from multiple sources, be they domain general perceptual and social inputs or more domain specific, inputs through language syntax and morphology. Though the infant is sensitive to multiple types of information in the flow of language and communication, these inputs are differentially weighted over time. Babies begin by relying on perception and association for early word mapping, only later depending on social and grammatical influences. Here we not only outline the theoretical merits of this radical middle approach, but also speak to its empirical validity through the study of noun and verb learning. We conclude by suggesting that this more interactive approach offers the promise of not only explaining aspects of language growth, but also of yielding insight into atypical language development as in the case of autism.

What counts as effective input for language learning?

Michelle E. Arroyo, Susan Levine and Susan Goldin-Meadow
University of Chicago

This study examined whether children attend to all speech produced in their presence rather than just the speech their mothers direct to them. The participants were two groups of families—single-speaker and multi-speaker—chosen according to how many speakers were typically in the household. Families were videotaped in their homes and the Peabody Picture Vocabulary Test was administered to the child at 30 and 42 months. The question was how the amount of speech children heard at the 30-month visit related to their vocabulary at the 42-month visit, and whether the source of that speech mattered. We found that speech directed to the child by the mother at 30 months predicted child vocabulary at 42 months in the single-speaker group, but not in the multi-speaker group. Interestingly, all speech directed to the child, but not overheard speech, was important in predicting child vocabulary for the multi-speaker group.

Discourse-based movement operations in Russian-speaking children with SLI

Maria Babyonyshev, Lesley Hart,
Elena Grigorenko and Jodi Reich
Yale University

This paper reports the results of a pilot study investigating the use of syntactic expressions of definiteness in Russian-speaking children with SLI.

The study included 16 children (7 TD and 9 SLI), aged 5-12, and used an elicited imitation task, which manipulated the overt definiteness and position of nominals. Two patterns of results emerge: 1) the SLI group makes significantly more errors than the TD group overall, and 2) the indefinite conditions are significantly more problematic than the definite conditions for the SLI group, but not for the TD group. Our findings demonstrate that optional discourse-based A'-movement is problematic within SLI grammars, like obligatory A'-movement, and that, contrary to earlier findings, SLI children may experience pragmatic problems with indefinites, similarly to younger TD children. More generally, investigations of discourse-based movement operations are shown to be an important source of information about the syntactic and pragmatic problems in SLI grammars.

Abstract sentence representations in 3-year-olds: Evidence from syntactic priming in language production

Giulia Bencini and Virginia Valian
Hunter College

We use syntactic priming of the passive to test the abstractness of 3-year-olds' syntactic representations. Representation of the passive requires both syntactic and semantic levels and flexible mapping between them. Previous priming studies have concluded that 3-year-olds' grammars lack the levels of abstract representation required to support knowledge of the passive. We hypothesized that extra-linguistic task demands in those studies prevented children from demonstrating what they know. By reducing those demands, we found priming in children aged 2;11-3;6. 18 children primed with passives produced significantly more passives in describing pictures with inanimate participants than did 18 children primed with actives; control children produced no passives. The priming was genuinely abstract: we used lexical noun phrases, presented a given verb only once, and had strict criteria for passives. Our findings support Early Abstraction accounts of acquisition, according to which children's grammars use syntactic categories from the beginning of combinatorial language.

The acquisition of early verb constructions in Albanian

Enila Cenko and Nancy Budwig
Clark University

This study investigates 2- and 3-year-old Albanian-speaking children's acquisition of transitive and intransitive constructions. Albanian provides an interesting contrast to English because transitive and ergative constructions (both active voice) are distinguished morphologically from unaccusatives which are overtly marked as non-active voice. 16 children and their caregivers were videotaped in naturalistic interactions in their homes for approximately one hour. All uses of transitive, ergative and unaccusative constructions by each child were analyzed. Findings reveal that all children were able to use multiple constructions; most children used at least one verb in all three constructions with the appropriate morphological markings. Each construction was also linked with distinct focus and semantic agency of sentence subjects and separate communicative functions. These findings suggest that from early on Albanian-speaking children may move beyond item-based usage of verbs to make generalizations adapted to their developmental and communicative needs.

Actions in objects: How Mandarin- and English-speaking mothers differ in their talk to 22-month-olds about identical pictures

Cheri Chan, Amanda C. Brandone and Twila Z. Tardif
University of Michigan

Research shows that English learners typically have early vocabularies dominated by nouns, whereas Mandarin learners typically have early vocabularies consisting of relatively more verbs. One way to explain this finding is to look at the cross-linguistic differences in the way caregivers use and emphasize nouns and verbs. In this study we ask: How do Mandarin- and English-speaking mothers differ when talking to their children about identical pictures? We analyzed mother-toddler conversations about a picture book containing 43 simple, familiar pictures. Results reveal interesting effects of language on the proportion of common noun and main verb types (out of the total number of types produced by each mother) both in the overall comparison and, more specifically, in talk about pictures of artifacts and people. Therefore, parents in different cultures may simplify and focus linguistic input in different ways to make it interpretable and salient for young language learners.

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Korean- and English-speaking children use comparison in verb learning

Jane B. Childers, Trinity University
Jae H. Paik, San Francisco State University

Verbs refer to dynamic, transient events that must be packaged in different ways. One way children may solve this problem is by structurally aligning the objects and relations across situational contexts (e.g., Gentner & Markman 1994).

In Study 1, 2;6-year-old Korean-speaking and English-speaking children were taught 4 novel verbs. For each verb, children saw an initial target event followed by 3 related events and then were asked to extend the verb using new objects. Some saw events that were very similar to the target, other children saw events that were varied. Results showed that both event type and language influenced children's enactments. In Study 2, children were shown 1, 3 or 5 events after the target event. Children performed more extensions following more events than following a single event. These studies provide evidence of a new mechanism that children may use to solve a central problem in verb learning.

Electronic books: Boon or bust for interactive reading?

Molly F. Collins, Erikson Institute
Julia Parish, Temple University

Do parents and children interact differently when reading electronic books (e-books) versus traditional books (t-books)? 23 children were recruited from two children's museums to find out. Invited into a quiet room, parents and children sat in front of a table displaying ten books (five e- and five t-books) matched on length and similarity of characters/plot structure. They were instructed to "Do whatever you normally do with books." Parent questionnaires probed for home reading practices as children chose a book to read. Parent-child interactions were videotaped and parental utterances were coded as either behavioral/directive or story-related. Results indicated that children selected t-books (64%) over e-books (36%). Further, parents reading e-books made behavioral/directive verbalizations significantly more often than parents reading t-books. Parents reading t-books made significantly more story-related than behavioral/directive verbalizations and more story-related verbalizations than parents reading e-books. T-books rather than e-books seem to foster behaviors associated with emergent literacy.

Resolving grammatical category ambiguity in acquisition

Erin Conwell and James Morgan
Brown University

English, like many languages, has ambi-categorical words: most basic nouns have verb uses and vice versa. Research on grammatical category learning, however, has largely overlooked such words. Ambi-categoricality poses potential difficulties for learners of word categories: data regarding category membership could be very noisy. In a corpus study, although nearly half of the nouns and verbs in the speech of two mothers could be used in both categories, only 20-30% of them actually were, indicating that the problem is less substantial than it could be. Nevertheless, because infants do hear some words used ambi-categorically, the problem of how this affects categorization remains. Acoustic analyses of such words extracted from maternal speech show that noun tokens are reliably longer than verb tokens. In a habituation paradigm, results indicate that 13-month-olds can use such cues to distinguish noun and verb tokens of ambiguous words. Low-level cues may reduce the problem of ambi-categoricality.

Differential processing of language and music learned during development

Colin Dawson and LouAnn Gerken
University of Arizona

One key question to our understanding of human language is whether or not learners show any domain-specific constraints for language learning. At the 2005 meeting of BUCLD, Fernandes, Marcus & Little reported a surprising finding that suggested that infants have an ability to learn about serial dependencies (e.g., that the identity of the first element in a string predicts the identity of the third) in a language domain, but not in a music domain. This may reflect innate expectations about language that do not apply to music. However, another explanation for the data is that infants learn through exposure to language and music and that sort of serial dependency used in the study is relevant in the language domain, but not in the music domain. We make the case for the latter by showing that 4-month-olds, but not 7.5-month-olds, are successful at a music task using serial dependencies.

Constituent order or order of constituents:
The acquisition of Hebrew DPs

Yael Fuerst
Yale University

This study is concerned with the existence and availability of functional projections in young children's grammars, focusing on Hebrew DPs. Naturalistic production data of Hebrew-acquiring children (ages 1;4-2;0) was examined. Two structures involving DP-internal movement—free genitive possessive construction and attributive adjective construction—were investigated, and it was found that children use the target language's word order. This data stands in contrast to previous analysis of the acquisition of Hebrew DPs, which suggests a misanalysis and reanalysis stage of the input (Armon-Lotem 1998). Thus, I argue that the reanalysis approach is both theoretically and empirically inadequate. Instead, the data leads to the conclusion that Hebrew-acquiring children utilize functional layers, supporting Strong Continuity (Poeppel & Wexler 1993; Bohnacker 1997).

What is the role of language in pre-linguistic infants' categorization?

Micah B. Goldwater, R. Jason Brunt and Catherine H. Echols
University of Texas, Austin

There is evidence that labeling influences infants' categorization. What is driving the effect is still an open question. Labeling could be facilitating generalization by causing the infants to attend to commonalities, or it could be a distraction that causes the infants to not notice differences. There is a related and controversial issue concerning whether these effects are unique to language. In addition, most previous studies have been focusing on object categorization, so it is still unknown if these effects extend to other types of categories. The current research examines the influences of linguistic and non-linguistic sounds on motion category learning.

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Children's recognition of novel derived words

Laura M. Gonnerman
Lehigh University

Recent work has shown that children as young as 18 months old are sensitive to the grammatical morphemes of English (e.g., -*ing*) and can segment them from the speech stream (Golinkoff, Hirsh-Pasek & Schweisguth 2001). In addition, diary studies have shown that children produce novel complex words (e.g., '*nighty*' for dark) as young as 2;1 years of age (Clark 1993). Two questions that have yet to be investigated are: 1) whether 17- to 24-month-old children can segment derivational morphemes from the speech stream; and, more importantly, 2) whether these children have learned to associate the appropriate meaning with the segmented morpheme. I investigated these questions by examining children's understanding of two of the earliest produced English derivational morphemes, namely the agentive -*er* as in *baker*, and the adjectival -*y* as in *dirty*, using a preferential looking task. Results show that 23-month-olds can match novel derived words with an appropriate picture.

Individual differences in preschoolers' ability to generalize novel verbs: Evidence from their familiar verb usage

Juan Hu, Nancy Budwig, Kaya Ono and Hang Zhang
Clark University

Previous studies suggest that great individual differences exist in children's ability to generalize a newly learned verb in an un-modeled construction. Few studies have explored individual differences in generalization ability by looking at children's familiar verb usage (see though Smith 2006). The present study attempts to fill the gap by examining 18 pre-school children's generalization performance in novel verb experiments (see Ono & Budwig 2006) as well as those children's familiar verb usage during naturalistic play interactions with their mothers. Results find that generalizing children differ from non-generalizing children not in age or in the size of verb vocabulary, but in the complexity and in the range of subject profiles at the construction level; generalizing children used more elaborate constructions in the naturalistic play, and their constructions made use of more diverse sentence subjects. Discussion focuses on factors accounting for the individual variation in children's generalization ability.

Children's comprehension of completive and inceptive particle verbs

Liane Jeschull
University of Massachusetts, Amherst and
University of Leipzig

This study investigates children's comprehension of boundedness associated with particle verbs, viz. completion (e.g., *drink up*) [completive PVs] and inception (e.g., *drive off*) [inceptive PVs]. The acquisition task involves learning (i) that PVs comprise not only completives, but also inceptives, and (ii) that their bounded interpretations arise from lexical aspect and independently of grammatical aspect. In order to understand boundedness, children need to be able to partition events into inception/beginning, process, and completion/end. This study uses a novel experimental design that integrates cues for partitioning events by contrasting the inception or completion of an event with a process interpretation. It also detaches lexical aspect from grammatical aspect. Children associated inceptive and completive particle verbs with bounded interpretations more often than the control predicates. They did so for both inceptives and completives and without grammatical aspect information, even though it was less often the case for inceptives. In conclusion, children do not have a major problem understanding different types of bounded particle verbs.

Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction

Elena Kallestinova
University of Iowa

Recent research on the acquisition of passive constructions and Russian genitive-of-negation suggests that child representations for unaccusative sentences differ from adult grammar. The Locative Inversion construction (e.g., *Down the hill rolled the ball*), as a diagnostic of unaccusative verbs in Russian (Babyonyshev 1996; Harves 2002), provides additional supporting evidence for the claim. I argue that 3-year-old Russian children project the same structure for unergative/unaccusative verbs in the Locative constructions resulting in SV(PP) word order (e.g., *The ball rolled down the hill*) and lack (PP)VS word order in unaccusative sentences. These predictions are tested with 30 3-year-old, 31 6-year-old, and 47 adult speakers of Russian using an elicitation experiment with pictures. The results suggest that adults and 6-year-olds distinguish between unaccusative/unergative verbs, while 3-year-olds do not. I propose that 3-year-old children are missing the knowledge about the light/deficient status of vP in unaccusatives, which is acquired by the age of 6.

Development of second language rhythm: Learning stress-timed English by syllable-timed Korean speakers

Jong-mi Kim, Kangwon National University
Suzanne Flynn, Massachusetts Institute of Technology

We provide new empirical evidence in support of the distinction between stress- and syllable-timed languages. We do this by investigating this contrast in the speech of 29 native English speakers and 111 Korean learners of English. We acoustically quantified the duration, F0 trace, and formant location in utterances that involved 1) stress alternation ('*John was 'sick of 'Fred and 'Sandy*), 2) stress assignment (*a blackboard* vs. *a black board*), and 3) stress reduction (*add* vs. *addition*). The results indicate that the speech rhythm contrast is manifested in both stress alternation and stress reduction in terms of the pairwise variability and formant dispersion between the two groups in their speech. These results are further supported by evidence derived from the specific nature of the L2 development productively and perceptually. An additional new finding is that stress assignment, as measured by fundamental frequency slopes, cannot distinguish stress- and syllable-timed languages.

Phonological awareness for Korean-English bilingual children

Young-Suk Kim and Jennifer Y. S. Kang
Harvard University

Previous studies have shown that Korean monolingual children are sensitive to body-coda segmentation in contrast to English-speaking children's sensitivity to onset-rime segmentation. However, no study has examined Korean-English bilingual children's sub-syllabic segmentations. Therefore, questions remain whether Korean-English bilingual children also show their preference for body-coda segmentation in Korean and how their phonological awareness in one language is related to their phonological awareness in the other, which the present study addressed. The results of the present study showed that Korean-English bilingual children's performance was superior in the body awareness to their performance in rime awareness. Also the correlation between children's rime awareness in English and in Korean was higher than correlations with other phonological awareness. In other words, children who are aware of the rime in English also tended to notice the rime as a unit in Korean.

Notes

Are prepositions 'lexical' or 'functional' elements? Evidence from the acquisition of English prepositions

Heather Littlefield
Northeastern University

Drawing on research suggesting a 'semi-lexical' middle ground in syntactic categories (cf. Corver & van Riemsdijk 2001), Littlefield (2005) posits a two-dimensional approach to categories, distinguishing lexical ([±L] from functional ([±F]) features. In the prepositional domain, [±F] relates to licensing Case, [±L] relates to contributing propositional content:

(1) [+L –F] (Prepositional) adverbs (*throw down the cup*)
   [–L –F] Particles (*look up the number*)
   [+L +F] Semi-lexical prepositions (*run to the store*)
   [–L +F] Functional prepositions (*translation of the book*)

This study shows that five children's longitudinal development of prepositional elements are identically ordered: adverbs and particles were acquired first, then semi-lexical prepositions, then functional prepositions. (Probability of this finding is p = .00077). Only one child's data began early enough to show a difference between adverbs and particles; additional early data show that adverbs are acquired before particles, giving the order of acquisition seen in (1).

Finite verb morphology and case marking errors in children with speech sound disorders

Jennifer Mortimer and Susan Rvachew
McGill University

Problems with verb morphology are considered to be a phenotypic hallmark of Specific Language Impairment in English (Rice & Wexler 1996); however, the accurate assessment of expressive verb morphology in children with Speech Sound Disorders (SSD) is particularly challenging due to the articulation demands of most English verb inflections. An alternate potential indicator of morphosyntactic impairment in SSD is errors in subject pronoun case marking (e.g., 'him' substituted for 'he'), as these are theoretically linked by Government and Binding Theory to finite verb morphology through the INFL constituent (Chomsky 1981; Loeb & Leonard 1991). Comparisons between typically developing children and children with SSD at pre-kindergarten age showed children with SSD were significantly impaired on pronoun use. Moreover, pre-kindergarten pronoun results predicted unique variance in finite verb morphology scores at kindergarten age. Results indicate subject pronoun case marking at pre-kindergarten age is a potentially useful index of underlying language skills in SSD.

Evidentiality and theory of mind

Ozge Ozturk and Anna Papafragou
University of Delaware

This paper investigates the acquisition of evidentiality (linguistic encoding of information source) and its relation to evidential reasoning in Turkish children. Most of the available evidence about acquisition of evidentiality concerns epistemic modals (e.g., *must, may*) and mental verbs (e.g., *think, believe*), which cross-linguistically appear around the second/third year. We focus on two evidential verbal morphemes in Turkish: *-di*, used to indicate direct evidence, and *-mis*, used to convey hearsay/indirect experience. Three linguistic and three non-linguistic experiments are designed to see whether Turkish children have acquired the semantics/pragmatics for these morphemes and understand the source concepts behind them.

Our results support the conclusion that the acquisition of evidential morphology poses considerable problems for learners; however, despite previous suggestions, these problems are not conceptual in nature. We hypothesize instead that the unavailability of stable and obvious situational correlates complicates the process of *mapping* morphemes onto evidential categories, even when such categories are conceptually available to the child.

Investigations of grammar in autism:
Knowledge of passives and binding

Alexandra Perovic and Nadya Modyanova,
Massachusetts Institute of Technology
Ellen Hanson and Leonard Rappaport,
Children's Hospital Boston
Ken Wexler, Massachusetts Institute of Technology

This study examined the knowledge of passives and binding in a sample of children with autism, matched to controls on grammar, vocabulary or non-verbal reasoning. Children with autism showed extreme difficulties interpreting reflexives, as well as short and long passives of both actional and psychological verbs. The lack of distinct pattern in the interpretation of actional versus psychological passives resembles the performance of very young children who cannot yet employ the strategy of interpreting actional passives as adjectival (in the sense of Borer & Wexler 1987). The participants' poor interpretation of reflexive but not personal pronouns suggests an inability to compute the syntactic relationship between the reflexive and its antecedent, whereas their poor performance on passives indicates an inability to interpret syntactic chains. The observed patterns reveal a severely impaired knowledge of important aspects of grammar in our sample, which contrasts the traditional observation that grammar is intact in autism.

Notes

Is rule-learning specific to language or speech?

Hugh Rabagliati and Keith Fernandes, New York University
Ann Senghas, Columbia University
Scott Johnson and Gary Marcus, New York University

An important project is to characterize the nature and application of the learning mechanisms contributing to early language acquisition, such as statistical learning and abstract 'algebraic' rule-learning. Previous work has shown infants are capable of extracting statistics from a wide variety of nonlinguistic domains.

Rule learning appears more restricted. 7-month-old infants extract and generalize the pattern underlying sequences of speech syllables like *ta ta la* (Marcus et al. 1999), but cannot acquire similar rules from non-linguistic items (e.g., musical tones, visual shapes). One analysis of this is that the rule-learning mechanisms privilege speech; another that they privilege something more general, such as signals that might appear linguistic.

Sign languages share many linguistic properties with spoken languages, but in a different perceptual domain. In order to begin to tease apart these analyses, we conducted a new version of the Marcus et al. (1999) study, replacing the spoken stimuli with signed analogues.

Argument structure can be inferred from discourse

Theeraporn Ratitamkul, University of Illinois,
Urbana-Champaign
Adele Goldberg, Princeton University

Syntactic bootstrapping is recognized to aid in verb learning; but what happens when arguments are omitted so that the syntax does not mirror the semantics?

Thai children (5-year-olds and 4-year-olds) listened to stories containing made-up verbs in an intransitive frame, and performed an act-out task to demonstrate their interpretations of the novel verbs. Children tended to interpret a novel verb as transitive more frequently when a potentially omitted argument of the target verb reappeared as a subject in the subsequent sentence than when it did not, particularly if the two sentences were plausibly interpreted as causally related. Results of a second study revealed that English-speaking 5-year-olds also relied on their pragmatic knowledge about situational contexts in this way when interpreting novel verbs, even though arguments are generally less likely to be omitted in English than in Thai. Thus omitted arguments can be inferred by semantic/pragmatic aspects of the discourse.

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Scalar implicatures in L2 acquisition

Roumyana Slabakova
University of Iowa

This paper investigates computation of scalar implicatures (SI) in Korean-English interlanguage. We used materials and results of Experiments 1 and 2 from Feeney et al. (2004), in which 24 children (7;3 – 8;3 years) and 32 adult English speakers participated. We added another control group of 34 Korean natives, an advanced and an intermediate Korean ESL group.

Experiment 1 presented scalar sentences without context, depending on world knowledge. Advanced and intermediate learners gave 39.2% and 36.2% logical answers, respectively. Experiment 2 used similar types of statements in the rich context of stories presented with pictures and text. The logical responses of the advanced Korean learners dropped to 9%, and of the intermediate learners to 19.5%, not different from the English children with 20.5%. We explain the results in terms of the "Integrative" account (Chierchia 2004; Levinson 2000) and the Relevance Theory account (Sperber & Wilson 1986/1995) of SI.

22-month-olds discriminate fluent from disfluent adult-directed speech based on prosodic characteristics

Melanie Soderstrom
Brown University

We examined infants' ability to discriminate fluent and disfluent speech samples using the Headturn Preference Procedure. 10-month-olds did not discriminate in their preferences for the utterance types. However, 22-month-olds showed a significant preference for the fluent utterances over the disfluent utterances. Using a method based on that of Ramus & Mehler (1999), we then removed lexical and grammatical cues to disfluency. The younger infants again did not show a preference, while the older infants significantly preferred the disfluent utterances. By 22 months, infants are able to differentiate fluent from disfluent adult-directed input based on prosodic characteristics alone (although non-prosodic cues may also play a role). This sensitivity may provide older infants with a tool to access the more well-formed parts of adult-directed speech as input to the learning process.

Acoustic variability and learning new word forms

Mitchell Sommers and Joe Barcroft
Washington University

Four experiments assessed effects of presenting target words in acoustically varied formats on second language vocabulary learning. Four sources of acoustic variability were examined: talker, speaking rate, amplitude, and fundamental frequency. In each experiment, native speakers of English learned new Spanish words via word-picture repetition in three presentation formats: no variability, moderate variability, and high variability. Amount of exposure to the target words was constant. Dependent measures were accuracy and latency of picture-to-Spanish and Spanish-to-English recall. Experiments 1 and 2 demonstrated improved vocabulary learning for presentation formats with talker and rate variability. Experiments 3 and 4 revealed no benefit for presentation formats with amplitude and FO variability. These findings are consistent with the phonetic-relevance hypothesis, which maintains that only sources of acoustic variability that affect phonetically relevant properties of speech (talker and rate variability) will produce decrements in first language speech processing and improvements in memory for new lexical items.

Action stations: Verb learning rests on constructing categories of action

Lulu Song, Roberta Golinkoff, Rebecca Seston and Weiyi Ma
University of Delaware

Verbs refer to categories of actions and events. Using the Preferential Looking Paradigm, 49 infants were familiarized with 8 video clips of 4 different actors jumping (or marching) in 4 different manners and tested with a split-screen display of jumping and marching clips. Infants' vocabularies were evaluated on the MCDI. Two findings emerged. First, only the older group (13- to 15-month-olds), but not the younger group (10- to 12-month-olds), showed a preference in test for the action they did not see in familiarization. Second, across the age groups, infants with relational vocabularies (verbs and prepositions) greater than the median were more likely to look at the novel action than those with smaller relational vocabularies. Differences in overall vocabulary, however, did not result in different looking patterns. These findings suggest that verb learning is related to infants' formation of action categories, although the direction of that relationship is unclear.

Modeling age effects in bilingual acquisition

Daniel A. Sternberg
Stanford University

It is generally agreed upon that it is easiest for one to learn a second language prior to the onset of puberty. One major controversy centers around whether these effects stem from changes to the language learning device due to maturation, or instead due to entrenchment of the learning device after a great deal of L1 input. Here, we test whether connectionist networks can demonstrate AoA effects solely due to entrenchment. After training eighteen simple recurrent networks on artificial grammars based on English and Japanese child-directed speech, we found that those networks exposed to L2 after a great deal of training on L1 demonstrated significantly poorer L2 performance at test. This work provides preliminary evidence that entrenchment can create AoA effects in learning a second grammar. Future work in this area should attempt to tease apart the effects of both late L2 introduction and continuing L1 input in late-exposure conditions.

How late is late in acquisition? Evidence from a Mexican indigenous language

Vianey Varela
University of Alberta

One remarkable characteristic of Upper Necaxa Totonac (UNT), a polysynthetic language spoken in northern central Mexico, is the way it expresses location. The preferred adult Locative Constructions (LC) include three strategies in a single sentence: i) an adposition, ii) a posture verb, and iii) a body part term.

Although previous studies claim children acquire LC early (ages 2 to 3;6), the analysis of our data indicated that the adult-like LC appear constantly at the age of 8. Previous to this period, children use only one strategy and they slowly incorporate the rest in a single sentence. These results indicate that the acquisition route in UNT is guided by both the semantic and morphosyntactic specificity of the LC; as children have to process more linguistic material, the acquisition occurs late in the development.

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Acquisition of scalar implicatures: When some of the crayons will do the job

Anna Verbuk
University of Massachusetts, Amherst

On the Neo-Gricean view of scalar implicatures (SIs), hearers compute SIs on the basis of Gricean reasoning. In contexts where only the weaker scalar item is relevant, an SI is not generated (Horn 1984). On Chierchia's (2004) Semantic account, SIs are default inferences; the Semantic account overgenerates SIs. My experiment tested between these accounts, and the results provided evidence for the Neo-Gricean account. Relevance is construed as Relevance to the question-under-discussion (Roberts 1996).
H1: Children compute SIs only when they are relevant.
H2: Children do equally well on computing SIs based both on Horn and pragmatic scales.

Subjects: 20 English-speaking children (5;11-7;7).
H1: Significant differences were found between the groups that got relevant vs. those that got irrelevant scenarios. Children went through two stages:
Stage one: Children do not compute any SIs.
Stage two: Children compute only SIs that are relevant to the QUD.
H2 was supported: $F(1,18)=2.9$, $p<1$.

Transitivity guides children's telicity interpretations with novel verbs

Laura Wagner
Ohio State University

One syntactic reflex of telicity is transitivity: telic predicates are typically transitive while atelic predicates are typically intransitive. This study examines children's knowledge of this connection and ability to generalize it to novel verbs. 3- and 4-year-old children participated in a match-to-sample generalization task. Sample movies showed a character achieve a distinctive goal (Telic interpretation: e.g., covering a box with paint) using a distinctive manner (Atelic interpretation: e.g., dripping paint from a brush); movies were described either Transitively ("*The bird tarked the box*") or Intransitively ("*The bird tarked*"). At test, children were asked if new movies that varied either the manner or the goal were the same as the sample. Results showed that children do use the transitivity of the target sentence in generalizing the novel verb to new events, and therefore suggest that the link between transitivity and telicity is strong enough to support inferences in verb learning.

Factors contributing to native-like processing of a late-acquired second language: Evidence from event-related brain potentials

Erin White, Fred Genesee, Lydia White, Erin King and Karsten Steinhauer
McGill University

Do late L2 learners recruit different neurolinguistic mechanisms than native speakers? While some studies support the involvement of a Critical Period in L2 acquisition, others report 'native-like' patterns in performance, competence, and neuro-cognition for late L2 learners. New evidence suggests that domain-specific proficiency, rather than simply age of acquisition (AoA), plays a critical role in recruiting native-like neurocognitive mechanisms. We present initial data of a large-scale ERP study investigating the impact of AoA, L2 proficiency, L1/L2 transfer and L2 usage on L2 neurocognition. We sought to determine whether late French/Chinese-English bilinguals elicit similar ERP responses (LAN/P600) as native speakers after controlling for proficiency. Although lower levels of L2 proficiency are associated with different neuro-cognitive mechanisms relative to native speakers, these differences disappear with increasing L2 proficiency. Results do not support the Critical Period Hypothesis for L2 acquisition, rather they highlight the role of L2 proficiency in recruiting native-like L2 neurocognitive mechanisms.

A developmental trajectory for the statistical learning of phonological alternations

Katherine S. White, Brown University
Cecilia Kirk, University of Canterbury

One aspect of phonological acquisition involves determining which sounds are contrastive and which sounds participate in phonological alternations. We explored whether infants can acquire novel phonological alternations from distributional information. In Experiment 1, two groups of 12-month-olds were familiarized with an artificial language whose distributional properties exhibited either stop or fricative intervocalic voicing. Infants in the two groups had different preferences for novel test sequences involving voiced and voiceless stops and fricatives, suggesting that each group had internalized a different familiarization alternation. In Experiment 2, 8.5-month-olds exhibited the same patterns. Experiments 3 and 4 investigated whether infants were simply exhibiting preferences for high probability sequences. Only 12-month-olds showed evidence of going beyond transitional probabilities to group alternating segments into a single functional category. These results suggest a developmental trajectory whereby infants first attend to transitional probabilities among adjacent segments and then use distributional patterns to construct categories of alternating segments.

Session A--Metcalf Small

Young children's use of lexical-category-to-meaning links as tools to individuate objects

Kathleen Corrigall, D. Geoffrey Hall and Mijke Rhemtulla
University of British Columbia

Findings from word-extension tasks suggest that by 20 months, children understand the semantic difference between proper names (PNs) and count nouns (CNs). We investigated whether 20-month-olds can use their nascent knowledge of these lexical categories to individuate objects. In a manual-search task, an experimenter removed a stuffed animal from an opaque box twice. This event is ambiguous: does the box contain one animal or two identical ones? In the CN-PN condition, the first object emergence was labeled with a CN (e.g., *"This is a fep"*) and the second with a PN (e.g., *"This is Dax"*). In the PN-PN condition, the object received a different PN upon each emergence. Search behavior suggested children were more likely to infer two objects inside the box in the PN-PN condition (e.g., *Fep* and *Dax*) than in the CN-PN condition (e.g., a *fep* named *Dax*). Children's knowledge of lexical-category-to-meaning links thus guided their object individuation.

Session B--East Balcony

Learning to listen ahead in Spanish: First-language learners are more efficient than second-language learners in on-line sentence processing

Casey Lew-Williams and Anne Fernald
Stanford University

Adult native speakers of languages with grammatical gender have been shown to exploit gender-marked articles in on-line sentence interpretation. When do young children learning Spanish begin to take advantage of gender-marked articles as referential cues in spoken language? And how do they compare in on-line processing efficiency with adult native Spanish-speakers and with adults learning Spanish as a second language? To address these questions, participants' eye movements were monitored as they viewed pictures with names of either the same or different grammatical gender and heard a sentence referring to one picture. Children and native Spanish-speaking adults were faster to orient to the correct referent on different-gender trials. Native English-speaking adults with 4-12 years of experience learning Spanish were comparable in reaction time to children but did not use gender-marked articles to expedite referent identification. Further studies explored the processing of verbs and novel Spanish nouns.

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Session C--Conference Auditorium

The development of the auxiliary category in 3-year-old children learning English

Anna Theakston, University of Manchester
Caroline Rowland, University of Liverpool

There is a lack of consensus about when children generalize across different auxiliaries and structures. We present results from two longitudinal elicitation studies of twelve English-learning children aged 2;10-3;6. Study 1 elicited auxiliary *is* and *are* in declaratives, yes-no and wh-questions. Study 2 elicited positive and negative forms of auxiliary *can*, *will* and *does* in declaratives and yes-no questions. Responses were coded for correct auxiliary use, error (omission, auxiliary placement or agreement errors) and non-target utterances. The results suggest that correct auxiliary placement in declaratives was acquired early for all auxiliaries. However, in questions, there was little evidence for rapid generalization. Children attained correct auxiliary use in questions later than in declaratives, and the pattern of acquisition differed between yes-no and wh-questions. Positive forms of *can*, *will* and *does* were used correctly earlier than corresponding negative forms. The implications for generativist and constructivist theories of auxiliary acquisition are considered.

Session A--Metcalf Small

Toddlers' sensitivity to the presuppositions of '*one*' and '*thing*'

Toben H. Mintz
University of Southern California

This paper investigates young children's knowledge of the subtle linguistic difference between two different nominals: the noun "*thing*" and the pronoun "*one*". These terms are similar in that, across instances, they refer to different categories—they do not designate a fixed category, like "*dog*"—however, these terms have different presuppositional content. Use of "*one*" (e.g., "*see this one?*") signals that the speaker has a specific category in mind, whereas "*thing*" ("*see this thing?*") does not; "*thing*" can also signal that there is no known label or concept associated with the object. Understanding toddlers' awareness of this difference is interesting in its own right. Moreover, the presuppositional differences have been argued to affect young children's acquisition of adjectives. The results demonstrate that children as young as 36-months are sensitive to the subtle presuppositional differences of these two variable-category terms, and that presuppositional information interacts with object concepts when interpreting these nominals.

Session B--East Balcony

Underspecified inflection in comprehension:
Evidence from L2 Spanish

Corrine McCarthy
McGill University

Morphological variability in a second language (L2) is widely documented, yet its underlying cause remains a puzzle. This paper tests the claim that variability arises from communicative pressure during production: if communicative pressures alone explain variability, eliminating them should eliminate variability. The first research question tests whether variability extends to comprehension, where communicative limitations on output do not apply. The second research question concerns the use of default morphology: while masculine and singular defaults are attested in L2 Spanish production, is the same true of comprehension? A picture-comprehension task of 24 L2 Spanish (L1 English) participants reveals substantial variability in the comprehension of gender in clitics. Furthermore, L2 subjects accept masculine clitics in feminine contexts significantly more often than the reverse, indicating masculine defaults in comprehension. Thus communication pressures alone cannot fully explain morphological variability. The results suggest that the production and comprehension of L2 inflection are not qualitatively different.

Session C--Conference Auditorium

Abstract categories vs. limited-scope formulae:
The case of children's determiners

Virginia Valian, Hunter College and CUNY Graduate Center
Stephanie Solt and John Stewart, CUNY Graduate Center

How do children's syntactic representations develop? We evaluated two hypotheses: a) children's early word combinations employ genuine syntactic categories; b) early combinations are syntax-free limited-scope formulae. We used two tests to analyze determiner usage from the spontaneous speech of 21 children (ages 1;10 to 2;8, MLUs 1.53 to 4.38). Test 1 examined overlap: if a child has the category determiner, she should use different determiners with the same noun (Pine & Martindale 1996). We stratified nouns by how often they occurred with a determiner and, unlike earlier analyses, found that children and their mothers produced the same degree of overlap. Previous findings of little or no overlap were likely an artifact of small sample size. Test 2 examined conformity to distributional regularities: <1% of children's determiner tokens were errors. Both tests demonstrate that 2-year-olds operate with the abstract category determiner and not simply with lexically specific formulae.

Notes

Session A--Metcalf Small

Functional quantification of object mass nouns in children and adults

Peter Gordon and Alyson Rodman
Columbia University

Object mass terms like *furniture*, *jewelry* and *silverware* violate the canonical mapping between object names and count nouns. We suggest here that quantification of mass nouns might vary depending on the context. Terms like *furniture* often impose a functional role on their referents, i.e., *furnishing a room*. In the present experiment, we presented children with two arrays of objects embedded in functional contexts such as 10 chairs in one room, and 5 varied pieces of furniture in the other. Children chose arrays with fewer but more varied items as having more *furniture/jewelry/silverware* in the case of mass nouns (55%), and significantly less often in the case of count nouns (15%). These results do not support the claim that object mass nouns are lexically marked for individuated quantification. Instead they suggest that quantificational preferences for mass nouns are derived from the manner in which these nouns get their overall meaning.

Session B--East Balcony

Morphological processing in a second language: Evidence from masked priming experiments

Renita Silva and Harald Clahsen
University of Essex

This paper reports results from masked priming experiments investigating potential priming effects of regular past-tense forms and deadjectival nominalizations with *–ness* and *–ity* in adult native speakers of English and in two groups of advanced L2 learners of English (one with Chinese as L1 and one with German as L1). While the native speaker group showed efficient priming for both regularly inflected and productive derived word forms, the L2 learners demonstrated reduced priming from morphologically complex words.

This striking contrast between L1 and L2 processing holds for both inflection and derivation, irrespective of whether similar phenomena exist in the learners' L1 (as in the case of the German L2ers) or not (as for the Chinese L2ers). We argue that L2 processing of word forms such as *walked* or *happiness* relies less on their combinatorial structure than on native speakers.

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Session C--Conference Auditorium

Learning from understanding: A model of comprehension-based construction learning

Nancy Chang
University of California, Berkeley
and International Computer Science Institute

Constructivist and usage-based theories of language learning suggest that a panoply of conceptual, sensorimotor, pragmatic and statistical cues interact with the functional demands of communication to shape linguistic development. This paper shows in computationally precise detail just how that might happen, focusing on comprehension as a route to learning multi-unit constructions. The proposed model includes representations of the target (structured, relational mappings), input (utterances paired with communicative contexts), and prior knowledge (experientially grounded categories), putting form and meaning on equal footing. These structures support statistically grounded processes of association and generalization that exploit a tradeoff between ease of storage and ease of use to incrementally improve comprehension. When applied to a corpus of child-directed utterances annotated with situation descriptions, the model gradually acquires the concrete word combinations, item-based constructions and simple grammatical markers that constitute the first steps toward adult language, concretely realizing the idea that usage drives learning.

Session A--Metcalf Small

Concurrent and predictive validity of infant word segmentation tasks

Leher Singh and Sarah Nestor
Boston University

We tested 40 infants on word segmentation at 7.5-, 9-and 11-months, accompanied by tests of generalization across talker conditions and phonological specificity (false recognition of similar items) at each age group. The aims were i) to determine cross-sectionally how development in each of these areas is correlated at each age interval and ii) to determine whether word recognition abilities in infancy predict vocabulary size and expansion in early childhood. Results demonstrated that infants' abilities to segment words from speech were significantly correlated with their abilities to generalize across talker conditions as well as their abilities to correctly reject similar sounding words. In a longitudinal analysis, we correlated infant data to vocabulary development collected in the same infants from 12 to 18 months, which revealed considerable predictive value of infant word recognition tasks in determining vocabulary size and growth. In sum, these studies ascribe valuable concurrent and predictive validity to infant word segmentation tasks.

Session B--East Balcony

French-English bilingual children's acquisition of the past tense

Johanne Paradis and Elena Nicoladis, University of Alberta
Martha Crago, Université de Montréal

Children who acquire two languages simultaneously have relatively less exposure to each of their languages than same-aged monolinguals; therefore, bilinguals may show delay in acquisition milestones (e.g. Tomasello 2004). However, when language dominance of the bilingual child and the relative complexity of the target structure being acquired are taken into account, it is possible that bilingual-monolingual differences may not be apparent 'across-the-board'. French-English bilingual and monolingual children (ages 4;0-5;5) were given elicitation tasks for the past tense/*passé composé* which included both regular and irregular verbs. Language dominance scores for bilinguals were calculated from language exposure scales on parental questionnaires. Results showed no differences between bilinguals and monolinguals in the bilinguals' dominant language for performance with regular verbs in both languages, and with irregular verbs in French. In contrast, bilinguals were less accurate with irregular verbs in English, even when dominance was taken into account.

Session C--Conference Auditorium

Predicted errors in children's sentence comprehension

Yael Gertner and Cynthia Fisher
University of Illinois, Urbana Champaign

Children use verb syntax to guide verb learning. How does syntactic bootstrapping begin? One possibility is that simple aspects of sentence structure, such as the ordered set of nouns in a sentence, are meaningful. This possibility predicts some tell-tale errors. Before children know much about English syntax and morphology, they should be unable to distinguish true transitives from other sentences containing two noun phrases. We asked whether 21-month-olds would (mistakenly) assign different interpretations to '*The boy and the girl are gorping!*' and '*The girl and the boy are gorping!*' assigning the agent role to the first noun in each sentence. In two experiments, 21- but not 31-month-olds were fooled into interpreting the sequences of two nouns in these sentences as conveying agent/patient role information. This suggests that children use partial representations of sentence structure, as simple as an ordered set of nouns, to guide sentence interpretation virtually from the start.

Notes

Session A--Metcalf Small

On-line speech processing efficiency in infancy is related both to early vocabulary growth and to later language accomplishments

Anne Fernald, Virginia Marchman,
Nereyda Hurtado and Renate Zangl
Stanford University

Typically-developing children become increasingly efficient in spoken language understanding over the early years, but they also vary considerably in their rate of development of these skills. To what extent do individual differences in infants' early speech processing abilities predict later differences in lexical and grammatical development? We present results from two longitudinal studies, exploring how on-line measures of comprehension in an eye-tracking procedure relate to traditional assessments of lexical and grammatical competence, concurrently and at later ages. In a follow-up study with English-learning children we found substantial long-term continuity between speed and accuracy of on-line processing at 25 months and cognitive/linguistic skills assessed on standardized tests at 8 years of age. An ongoing longitudinal study of Latino children learning Spanish in the US reveals parallel relations between processing efficiency and lexical development from 18-30 months, also enabling us to study the impact of SES factors on early language development.

Session B--East Balcony

Differences between comprehension and production:
The mapping of neuter gender in Dutch

Leonie Cornips, Meertens Institute
Susanne Brouwer, Max Planck Institute for Psycholinguistics
Aafke Hulk, University of Amsterdam

Recent research on the acquisition of the gender of definite determiners in Dutch child language reveals that both monolingual and bilingual children have serious problems with neuter gender in production. We will present a comprehension experiment (a lexical decision task) including reaction times. The subjects are monolingual and bilingual children. If these children really misrepresent the feature specification of the (common) definite determiner *de* in their grammar as being compatible with both neuter and common nouns, we predict them to show this also in comprehension tasks. If, on the other hand, they produce *de* as a 'default' choice because they have a mapping problem, i.e. difficulties in relating the appropriate surface form to the correct underlying abstract feature, we expect them to show (correct) knowledge of the gender specification in comprehension tasks. Our results will be discussed in detail.

Notes

Session C--Conference Auditorium

Combining syntactic frames and semantic roles to acquire verbs

Rose M. Scott and Cynthia Fisher
University of Illinois, Urbana-Champaign

A verb's set of frames guides its interpretation (Naigles 1996). How does this work? One possibility is that multiple frames guide verb learning via iterative application of the single-frame bootstrapping procedure, supplemented by role-relevant information about the verb's arguments. Two kinds of evidence support this possibility. First, examinations of child-directed speech showed that causal- and unspecified-object-alternation verbs were discriminable based on intransitive-subject animacy: Causal-alternation verbs often have inanimate subjects when intransitive. Inanimacy restricts likely thematic-role assignments, suggesting the subject is a patient. Second, verb-learning experiments with 2-year-olds suggested that children gather role-relevant information from referential context. Given events in which a girl acted on a boy, one caused-motion (causing-to-bend) and one contact event (dusting), children who heard "*The boy is pimming!*" looked longer at the caused-motion event; those who heard "*The girl is pimming!*" did not. Each syntactic frame, when supplemented with semantic-role-relevant information, may contribute elements of verb meaning.

LUNCH SYMPOSIUM

Specific language impairment as an inherited condition

Mabel L. Rice
University of Kansas

Language ability can be selectively impaired, as is evident in the inherited condition of Specific Language Impairment (SLI). Recent findings link SLI to mutations in FOXP2. To date, phenotypes are broadly defined, hampering the identification of pathways between genes and language-related neural circuitry. Furthermore, there is overlap with related disorders, including speech disorders, reading disability, and autism. Current investigations focus on specification of the phenotype and the genotype/phenotype relationships in order to clarify the precise mechanisms of inherited language impairments. This talk will summarize evidence of a growth-timed base to the inherited influences that affect symptoms in an age-related manner.

LUNCH SYMPOSIUM

How can autism help to identify genetic influences on language?

Helen Tager-Flusberg
Boston University

The presentation will lay out (1) why autism is relevant to the investigation of genes that influence language--through the evidence for behavioral and neurobiological overlap with SLI; (2) current status of genetic studies of autism; and (3) genetic studies of autism that have subset on language--clues to loci for language genes.

LUNCH SYMPOSIUM

Molecular windows into the neural basis of speech and language

Simon Fisher
Oxford University

Inherited factors are thought to play a role in developmental language disorders, but many genes are probably involved. We discovered the first example of a gene that is mutated in a speech and language disorder. People who carry disruptions of FOXP2 develop problems controlling the complicated mouth movements needed for speech, along with deficits in many aspects of language. Importantly, FOXP2 is not the mythical "gene for speech"; it is an ancient gene which switches on/off other genes in subsets of brain circuits in distantly related vertebrates. Changes to the FOXP2 sequence underwent natural selection during human evolution but the functional significance of this remains mysterious. My laboratory use FOXP2 as a molecular window into neural pathways, employing state-of-the-art techniques, ranging from studies of cell-lines to mutant mice. The FOXP2 story shows that understanding of language origins requires a multidisciplinary perspective, integrating linguistics, neuroscience, genetics, developmental biology and evolutionary anthropology.

LUNCH SYMPOSIUM

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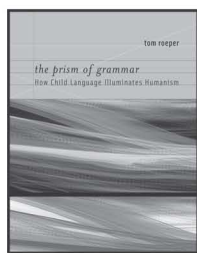
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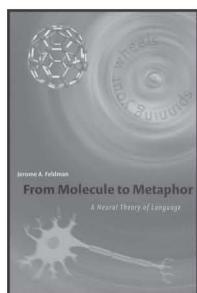
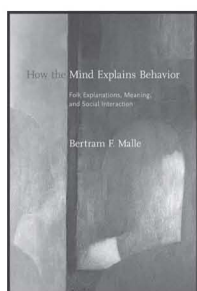## From Molecule to Metaphor
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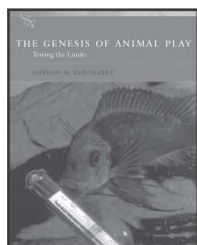
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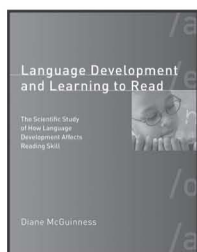
Language Development and Learning to Read
The Scientific Study of How Language Development Affects Reading Skill
Diane McGuinness

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Session A--Metcalf Small

Do 6-month-old infants at risk for autism display an infant-directed speech preference?

Aparna Nadig and Sally Ozonoff,
University of California, Davis
Leher Singh, Boston University
Gregory Young and Sally Rogers,
University of California, Davis

Language delay is a principal symptom of the neurodevelopmental disorder autism. Typically-developing infants attend preferentially to infant-directed speech (IDS), which is thought to facilitate language acquisition. One determinant of this preference is the exaggerated affect of IDS (e.g. Singh, Morgan & Best 2000). Children with autism may be less attentive to IDS as infants, and thus given the prominence of affect in IDS, they are negatively impacted in their language and social development. We tested this hypothesis in 6-month-olds at genetic risk for autism, by virtue of having an older sibling with autism, and in a control group of infants with a typically-developing sibling. Infants were tested in a sequential looking paradigm measuring IDS preference over adult-directed speech (ADS). Results revealed a significant difference between groups: while typical siblings demonstrated an IDS preference, autism siblings showed a preference for ADS. Additional analyses focus on the relationship between IDS preference at 6 months and subsequent language development and autism outcome.

Session B--East Balcony

On the felicity conditions for long-distance questions in L1 acquisition

Hamida Demirdache and Magda Oiry
University of Nantes

Wh-Scope-marking has been argued to represent a developmental stage in L1 acquisition, on the basis of production (Thornton 1990) and comprehension (Roeper & deVilliers 1994) data. We offer new evidence for scope-marking in L1 acquisition based on the semantics of Scope-marking vs. full-movement.

Herburger (1994), Dayal (1994), Lahiri (2002) argue that the presupposition of the embedded wh-question in a SM-structure projects up to the matrix-wh at LF. SM is thus infelicitous in a context where this presupposition is denied. In the 'classic' LD elicitation protocol (Crain & Thornton 1998), the presuppositions of a SM-question are always satisfied. We report on a pilot study in L1 French designed to investigate production of LD-questions in contexts where the felicity conditions for SM-questions are satisfied/not satisfied. We argue that the response patterns elicited together with the syntactic typology of LD-questions produced provide semantic evidence for SM as a developmental stage in L1 acquisition.

Session C--Conference Auditorium

The prosodic (re)organization of determiners

Katherine Demuth , Matthew Adamo and
Elizabeth McCullough
Brown University

In a series of experiments, Gerken (1996) showed that English-speaking 2-year-olds were more likely to produce determiners that are prosodified as part of a Sw trochaic foot (*Tom [pushed the]Ft [zebra]Ft*). If children showed the same tendency in spontaneous speech, this would provide further support for the notion that some grammatical morphemes are variably produced depending on the prosodic context in which they appear.

To investigate this issue we examined the spontaneous productions of 4 children. Three children strongly replicated the Gerken findings. However, one child showed no prosodic context effects until the age of 2. Acoustic analysis showed that she initially treated determiners as separate prosodic units, and only at 2 began to incorporate determiners into disyllabic trochaic feet. These results confirm that the early use of English determiners is prosodically licensed, and show that some of the individual differences may be due to prosodic rather than syntactic factors.

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SATURDAY 2:45 PM

Session A--Metcalf Small

Maternal input affects the language of children with autism

Lauren D. Swensen, Letitia Naigles and Deborah Fein
University of Connecticut

This study investigated the influence of maternal input on language development in children with autism by exploring two well-known input-output relationships seen in typically developing children. The extent that the same input-outcome relationships are seen in both typically developing children and children with autism implicates similar processes of language acquisition.

Ten boys with Autism Spectrum Disorder (ASD) and 10 typically developing children (TYP) participated. The two groups showed similar correlations for the maternal use of expansions with subsequent child production measures and maternal Y/N-questions with subsequent child auxiliary production. The difference was that the relationship occurred later in development for the ASD children.

This suggests that while children with autism may take longer to garner the ability to use maternal input (i.e., their significant correlations occurred at later visits), they do eventually use this input in the same way(s) as typically developing children, thus implicating similar processes of language acquisition.

Session B--East Balcony

Children's acquisition of exhaustivity in clefts

Tanja Heizmann
University of Massachusetts, Amherst

Adults interpret the cleft in (1) exhaustively, i.e. the implication is that the only item that was eaten is a sandwich. If John ate a sandwich and a banana, (1) is not appropriate.

(1) It was the sandwich that John ate.

The results of a Truth Value Judgment Task of 33 children age 3 to 5 shows that 3-year-olds start out non-exhaustive in their interpretation of clefts, i.e. they allow (1) even in a situation with multiple eaten items, and are almost adult-like by age 5.

This finding parallels data from wh-acquisition, Roeper et al. (2006), in which young children do not answer exhaustively. The proposal is that children initially misanalyze the focused elements, i.e. the clefted constituent and the wh-element, to be non-quantificational. Literature has connected the acquisition of questions with quantifier acquisition (Strauss 2006; Nishigauchi 1999). The presented study links the acquisition of exhaustivity to quantifier acquisition as well.

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Session C--Conference Auditorium

Prosodic transfer and determiners in Turkish-English interlanguage

Heather Goad and Lydia White
McGill University

Prosodic Transfer Hypothesis predicts L2ers will have difficulty producing functional morphology when the L2 requires a prosodic representation unavailable in the L1. We test PTH by examining determiner production in Turkish-speaking low-intermediate English L2ers. Turkish has no definite article; in indefinite contexts, unstressed *bir* can be used. When stressed, *bir* "one" forms an independent PWd. In DPs containing adjectives, stressed *bir* precedes adjectives; unstressed *bir* follows adjectives. This difference follows if unstressed *bir* adjoins to nouns; compare English where articles link to PPh. Turkish speakers are predicted to have difficulty with English articles, including high omission rates; bypassing the English representation by stressing articles, overusing other determiners, or breaking up DPs with pauses and fillers; problems supplying articles in DPs containing adjectives. Preliminary analyses show the predominant pattern is stressing articles; article omission is common; pauses and fillers frequently occur after articles; in DPs involving adjectives, articles are omitted or stressed.

Session A--Metcalf Small

Noun frequency and noun diversity in maternal talk to toddlers: A longitudinal study of low-income families

Shaher Banu Vagh and Barbara Alexander Pan
Harvard University

This study examines predictors of growth in amount and diversity of maternal noun talk in child-directed speech across the infant-toddler period. One hundred and four mother-child dyads from low-income families were videotaped at child ages 14-, 24-, and 36-months during semi-structured book-reading and toy play. Results based on individual growth modeling indicate that with children's increasing age mothers increased the amount and diversity of noun use; however, average growth trajectories were curvilinear, indicating that growth slowed over time. Interestingly, trajectories varied dramatically as a function both of length of time the dyad spent with the book and of mothers' education and language/literacy skills. These findings highlight the importance of context and specific maternal characteristics in understanding the 'noun richness' of input to children during a period of rapid growth in noun vocabulary. Implications for considering variation in the lexical composition of child-directed speech over time will be discussed.

Session B--East Balcony

Understanding of factivity under negation: An asymmetry between two types of factive predicates

Catherine Léger
Smith College

Research on the development of knowledge about presuppositions of factives has shown that some syntactic properties of factive complements, more specifically their barrierhood to negation-raising (Bassano & Champaud 1983; Bassano 1985; Phinney 1981), are not mastered until age 8. However, these studies have failed to take into account two different types of factives: semifactives (*to know*), which pertain to cognition and can lose their factivity in certain contexts, and true factives (*to be happy*), which express subjective attitude and involve a causative component. An experiment conducted with 40 English-speaking children (5;6-11;5) reveals a surprising asymmetry in their understanding of the two types of factives: difficulty with factivity under negation only shows up with semifactives. It is claimed that *to know*, in contrast with *to be happy*, requires the child to entertain two conflicting perspectives (his own and that of the subject of the statement), which can account for that asymmetry.

Session C--Conference Auditorium

Global foreign accent and the effectiveness of a prosody-oriented approach in EFL classrooms

Mamiko Akita
Waseda University

This pretest-posttest-(delayed-posttest) design study investigated the relationship between global foreign accent (GFA) and changes in the perception/production abilities of adult Japanese English learners through two instructional approaches: segmental and prosody-oriented. Task I was a dictation test comprising 30 sentences to evaluate six aspects of phonology. In task II, the sentences were read out. Task III tested GFA; informants read out a dialogue that was evaluated by five NSs using a 6-point scale.

There were three experimental groups: segmental (SG, N = 24), prosody (PG, N = 24), and a control (CG, N = 15). During the three-month treatment, PG received prosody-focused instruction and SG received training to discriminate/articulate individual sounds.

PG and SG exhibited significant improvement in all three tasks. Further, there was a significant difference between PG and the other two groups. These results provide new pedagogical evidence suggesting that the prosody-oriented approach effectively improves learners' phonology.

Notes

Session A--Metcalf Small

The intergration of compositional semantics and statistics in adjective acquisition

David Barner, University of Toronto
Jesse Snedeker, Harvard University

We investigated children's understanding of the compositional semantics of adjective/noun combinations, and how these representations are linked to statistical knowledge of typical object sizes. We asked 3- and 4-year-olds to select tall and short items from arrays of novel objects, called *pimwits*, under conditions where the average sizes of objects varied. By using novel nouns, we controlled the statistical knowledge associated with the classes of things, and thus tested whether children use compositional semantics to identify tall and short items belonging to novel kinds, rather than ostensive evidence from naming experience. We found that by 4 years old, children deploy a compositional semantics for adjective/noun combinations that is sensitive to shifts in the statistical properties of sets, and that the acquisition of statistical information is mediated by linguistic labels and not physical cues to kind membership alone.

Session B--East Balcony

Syntax in Williams Syndrome: It's not impaired or deviant

Julien Musolino, Indiana University
Barbara Landau and Gitana Chunyo
Johns Hopkins University

We present research designed to assess knowledge of core syntactic and semantic principles in individuals with Williams Syndrome (WS). In doing so, we test the predictions of two competing views regarding the nature of syntactic abilities in WS: the neuroconstructivist view, which holds that knowledge of syntax is impaired in WS, and the modular view, which holds that knowledge of syntax is spared in WS. Our experiments focus on the logico-syntactic properties of expressions such as negation and disjunction *or*, which in turn allows us to test knowledge of (a) core syntactic relations (scope and c-command), (b) core semantic relations (entailment relations), and (c) the relationship between (a) and (b). Using a computerized truth value judgment task, we show that WS have intact knowledge of (a-c). These results support the modular view but they raise a serious challenge to the neuroconstructivist view.

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Session C--Conference Auditorium

Motion events in L2 acquisition: A lexicalist account

David Stringer
Indiana University

In Inagaki's (2001) bidirectional study involving L2 learners of Japanese and English, Talmy's (1991) typology of motion events was formalized as a parameter, such that languages systematically encode PATH in verbs or adpositions. Non-targetlike L2 argument structures were argued to be the result of full transfer of L1 parameter settings. I draw on an original L1 study with Japanese and English children in order to argue that the relevant semantic features and principles of syntactic computation are in fact uniform, and appear to be in place from the earliest tested stages of development. Differences are between lexical items rather than particular languages, and L2 argument structures may be explained in terms of item-particular relexification (Sprouse, in press). This study calls into question the idea of a 'path parameter' at the whole-language level, and points toward a lexicalist account of variation in the linguistic expression of motion events.

Session A--Metcalf Small

Predictable vs. unpredictable variation:
Regularization in adult and child learners

Alison C. Austin, Elissa L. Newport and Elizabeth Wonnacott
University of Rochester

When linguistic input provides inconsistent evidence for grammatical structures, language learners sometimes regularize, but little is known about precisely when they do this. This study investigated how the nature of variability affects learners' tendency to regularize. Adults and children were exposed to one of two artificial languages. In both languages, determiner usage was probabilistic (det1 used in 67% of contexts, det2 33%), but the languages differed in how this variability was conditioned. When determiners were lexically conditioned, both adults and children successfully learned the determiner appropriate to each noun. When determiner usage was entirely inconsistent (had no conditioning factors), adult productions mirrored the input probabilities, but children regularized their input, using the more frequent determiner in virtually 100% of their productions. These results suggest that inconsistent, non-conditioned variability is an unstable type of input for children, and that children are an important force in the regularization and formation of grammatical rules.

Session B--East Balcony

Inter- and intra-linguistic modularity:
Evidence from Williams Syndrome

Spyridoula Varlokosta, University of the Aegean
Victoria Joffe, City University, London

This study investigates the linguistic abilities of 25 individuals with Williams Syndrome (WS), aged between 5;8 to 40;1, in order to examine whether there are any inter-linguistic and intra-linguistic dissociations in WS. Results indicate that the WS group: (a) had difficulties with passive sentences; (b) did not show unimpaired performance on the interpretation of pronouns; (c) performed poorly on the elicitation but better on the comprehension and repetition of wh-questions; (d) performed significantly better on regular than irregular words for both the plural (*rats* vs. *mice*) and past tense (*gave* vs. *robbed*) tasks. Despite the difficulties observed in these tasks, performance of the WS group was significantly better than performance of two control groups used (Typically Developing and Down Syndrome individuals matched on mental age). Moreover, great variation in performance of the WS subjects was evident in all tasks highlighting their heterogeneity.

Session C--Conference Auditorium

Development of a mature L1: Impact of exposure to an L2

Amanda Brown
Max Planck Institute for Psycholinguistics
and Boston University

Changes in a mature L1 are typically investigated from the perspective of attrition, often in circumstances such as injury or migration. The current study, however, examines development of a mature L1 observed as distributional shifts in preferences for encoding motion, resulting from the common experience of learning another language. Analyses of narratives elicited from adult monolingual Japanese and English speakers confirmed previously found differences in monolingual lexicalization of Path. However, L1 narratives elicited from adult native Japanese speakers with intermediate L2 English (non-monolinguals) showed mixed lexicalization patterns with significantly more Path elements per verb clause than either monolingual group. Furthermore, in gestures depicting motion, monolinguals preferred different perspectives: character versus observer. Again, non-monolinguals differed significantly from monolinguals, showing equal preferences for either gesture perspective. Results suggest that even a mature L1 may be subtly affected by the presence of an emerging L2 system.

Notes

PLENARY ADDRESS

Multiple first language acquisition: A case for autonomous syntactic development

Jürgen M. Meisel
University of Hamburg and University of Calgary

Children exposed to more than one language from birth have been shown to be able to develop a grammatical competence in each of their languages in essentially the same fashion as the respective monolinguals. Simultaneous acquisition of two or more languages can therefore be qualified as multiple 'first language' acquisition (2L1). It has been argued, however, that the course of development can be altered as a result of cross-linguistic interaction. Such interdependent development could take the form of acceleration or delay of the rate of acquisition, but it could also lead to alterations of grammatical knowledge, i.e., to incomplete acquisition or to restructuring.

In this presentation, I am concerned only with the latter problem, possible acquisition failure, especially in the area of syntax. The more fundamental issue at stake is to test the limits of the human Language Making Capacity which has proven to be sufficiently robust to enable multilingual acquisition even in less than optimal settings. Assuming the existence of cross-linguistic influence of this type, it will be crucial to discover causal factors for such effects and to identify vulnerable domains of grammar. A better understanding of these issues is of interest beyond the study of multilingualism, e.g., for theories of diachronic change.

I will argue that the currently available evidence suggests that cross-linguistic interaction happens at the level of language production and that it affects primarily phenomena at interface levels. My tentative conclusion is that grammatical development in each language of bilinguals is autonomous and that the acquired knowledge will only be altered if children are exposed to a qualitatively different type of input than that which monolinguals get.

The retreat from argument-structure overgeneralization errors: Testing and disentangling the semantic-verb-class and entrenchment hypotheses

Ben Ambridge, Julian M. Pine and Caroline F. Rowland
University of Liverpool

Participants (aged 5-6yrs, 9-10yrs and adults) rated (using a five-point scale) grammatical (intransitive inchoative) and overgeneralized (transitive causative) uses of a high frequency, low frequency and novel intransitive inchoative verb from each of three semantic classes: "directed motion" (*fall, tumble*), "going out of existence" (*disappear, vanish*) and "semivoluntary expression of emotion" (*laugh, giggle*). In support of Pinker's (1989) semantic-verb-class hypothesis, participants' preference for grammatical over overgeneralized uses of novel (and English) verbs increased between 5-6yrs and 9-10yrs, and was greater for the latter, unergative class than the former, unaccusative classes. In support of Braine and Brooks' (1995) entrenchment hypothesis, all participants showed the greatest preference for grammatical over ungrammatical uses of high frequency verbs, with this preference smaller for low frequency verbs, and smaller again for novel verbs. We conclude that both the formation of semantic verb classes and entrenchment play a role in children's retreat from argument structure overgeneralization errors.

Preschool children can assess common ground: Effect of definiteness status of referential terms

Sevda Bahtiyar and Aylin C. Küntay
Koç University

Do Turkish-speaking 5-year-olds differ from 9-year-olds and adults in assessment of commonality of perspective with their interactants? In this study, the participants followed instructions to pick a certain object from an array under three conditions: (1) common ground condition, where two similar objects of different sizes were visible to the participants and their partner, (2) privileged ground condition, where only one of two similar objects was visible to the partner, and (3) baseline condition with no similar objects. In Experiment 1, where the referential terms were definite, the preschoolers made fewer clarification requests than the older speakers. However, like the older participants, they exhibited longer latency in reaching for an object in the common ground than in the privileged ground condition. In Experiment 2, where the (in)definiteness status of referential terms was manipulated, the preschoolers' ability of commonality assessment was responsive to the linguistic status of referential terms.

Two stages of overgeneralization in English comparative acquisition

Jeremy K. Boyd
University of California, San Diego

Contra previous reports, this work establishes that children go through two stages of overgeneralization during the acquisition of comparative adjectives--first overusing *-er* (e.g., **dangerouser*), then overusing "*more*" (e.g., **more fast*). Experiment 1 uses corpus data to demonstrate that this outcome is predicted by children's growing vocabularies. Experiment 2 corroborates this prediction using a production paradigm that made methodical use of washout trials. Whereas 6-year-olds overused *-er* 56% of the time, 7-year-old productions were characterized by the overuse of "*more*" on 29% of trials. Experiment 3 replicates Experiment 2 with a new group of 7-year-olds, this time with all washout trials removed. Under these circumstances, "*more*" overgeneralization is masked by the overuse of *-er*. These results demonstrate that children are prone to carryover effects that asymmetrically benefit *-er*, and that production studies that fail to account for carryover may be mischaracterizing children's true developmental trajectories.

Notes

The effect of homophones on Mandarin-speaking children's lexical organization

Chi-hsin Chen and Hintat Cheung
National Taiwan University

In Mandarin, members of a category often share the same final syllable in their labels. On the other hand, words belonging to different categories often end with identical syllables. Since there are both advantages and disadvantages in employing homophones in lexical categorization, the study examined whether homophonic heads of compounds influenced children's lexical organization.

Ninety-six 4- and 6-year-old preschoolers participated in this study. They were asked to judge whether certain pairs of objects belonged to the same category. There were three types of stimuli, the NMDF (non-member with different final syllable), NMSF (non-member with same final syllable), and MBDF (member with different syllable). The results showed that homophonic morphemes were strong cues that lured children to take items ending with the same syllable as members of the same category. With increase of age and experience, children were more likely to apply semantic cues in their judgment of category members.

Acquisition of putting event verbs in early French

Florence Chenu and Harriet Jisa
Laboratoire Dynamique du Langage-CNRS
and Université Lyon 2

Many properties have emerged from the literature as potential predictors of the acquisition of lexical verbs: semantic generality, constructional regularity and frequency (Goldberg 1995; Lieven, Pine & Baldwin 1997; Naigels & Hoff-Ginsberg 1998; Tomasello & Brooks 1999). Semantically general verbs are acquired earlier than more specific verbs (Clark 1978). By acquiring semantically general verbs, children learn abstract schemas, which then facilitate the acquisition of more specific verbs (Ninio 1999). However, semantic generality and frequency in the input are confounded, as semantically general verbs tend to be frequent in the language that children hear (Theakson, Lieven, Pine & Rowland 2004). In the work to be presented we examine these hypotheses in data from three French-speaking children's acquisition of verbs in a particular semantic domain: "putting events" (Bowerman, Brown, Eisenbeiss, Narasimhan & Slobin 2002).

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Developmental variation in the acquisition of L1 Russian verb inflection by monolinguals and bilinguals

Natalia Gagarina, ZAS-Research Center for
General Linguistics
Sharon Armon-Lotem and Olga Gupol, Bar Ilan University

This study compares errors in Russian verbal inflections of Russian-Hebrew sequential bilinguals and of Russian monolinguals. While most studies of sequential bilinguals investigate L1 interference in L2 acquisition, our study explores L2 influence on L1 development. Our findings show that some errors of monolinguals of a younger age are still rather typical for older bilinguals, but other errors are unique to the bilingual setting. Moreover, while the first type of errors decreases with time, the latter type becomes more salient, and seems to yield a unique bilingual grammar. We suggest that the large proportion and the variety of errors are indicative of processing difficulties unique for the emerging bilinguals (the MLU of the utterances with errors is much higher than of those without; the rate of errors shows a negative correlation with length of exposure to L2).

The acquisition of English double object and prepositional datives in Cantonese-English bilingual children

Chenjie Gu
The Chinese University of Hong Kong

Analysis of 3 Cantonese-dominant bilingual children's longitudinal data reveals that bilingual children find English prepositional datives difficult to acquire. Their double object datives are generally target-like, but 2 children produced a high proportion of English prepositional datives with the reversed Goal<Theme order, and one of them conflated "*to*" and "*for*" in several cases with the most frequently used dative verbs. In contrast, the third child rarely made any mistakes and was also considered far advanced in the acquisition of motion events.

The observed non-target English prepositional datives exhibit cross-linguistic influence from Cantonese, which can be explained by both language dominance and input ambiguity factors. Also, the striking patterns in different Cantonese-dominant children suggest that the ability to produce prepositional datives is closely related to the mastery of the directional "*to*".

Agreement and post-verbal subjects in Italian relative clauses

Maria Teresa Guasti and Fabrizio Arosio
Università degli Studi di Milano-Bicocca

In Italian object relative clauses (RCs) the embedded subject "*i poliziotti*" ('the policemen') in (1) surfaces in the post-verbal position, where agreement on the embedded verb is a cue for an object RC interpretation.

(1) *Gianni guarda il ladro che stanno inseguendo i poliziotti*
'John is looking at the thief that are following the policemen'

We tested 52 9-year-olds on subject and object RCs with a self-paced-listing task followed by a comprehension question. Only the comprehender group slowed down more on object than on subject RCs at the disambiguated segment ("*stanno*"). VS order seems to be particularly problematic, as a further Grammaticality Judgement task will show. We claim that agreement is held to be stronger in SV than in VS structures, as it is double checked in the former case, but checked only once in VS constructions (see Franck et al. 2006).

Native-like knowledge without native-like performance in (very) early child L2 acquisition

Tomomi Hasegawa
University of Hawai'i at Manoa

The purpose of this presentation is to demonstrate that (very) early child L2 acquirers, who appear to have attained native-like L2 proficiency, in fact exhibit deviation from their age-matched native peers. Many of the L2ers in this study were first exposed to the target language, Japanese, well before the offset of the so-called critical period, and have been in a sustained input-rich environment. The data were collected through relative-clause aural-comprehension and oral-production tasks, which are more linguistically challenging than most tasks employed in the existing critical period studies.

Discussion of the results includes: (a) whether the differences between (very) early child L2ers and age-matched natives are knowledge-related or performance-related; (b) the extent to which such differences are attributable or not to innate language-acquisition endowments (e.g., Hornstein & Lightfoot 1981); and (c) how individual variation should be treated. Can a small number of unsuccessful child L2ers falsify the Critical Period Hypothesis?

Notes

Dutch-learning 19-month-olds use definite articles to process speech

Marieke van Heugten and Elizabeth K. Johnson
Max Planck Institute for Psycholinguistics

Early knowledge of function words has been hypothesized to play an important role in language acquisition, because this knowledge can help infants segment and categorize words. On-line comprehension studies have shown that English-learners are sensitive to articles long before they begin producing them. However, despite evidence from production studies showing that the acquisition of function words varies across languages, we know little about the perception of function words by infants learning languages other than English. Using the Preferential Looking Paradigm, we investigated the acquisition of articles in Dutch, a language that has two gender-marked forms of the definite article. We hypothesized that the presence of two, as opposed to one, definite article form would cause Dutch-learners to acquire articles more slowly than English-learners. Our results suggest that by 19 months, Dutch- and English-learners possess comparable knowledge of definite articles. However, Dutch-learners have yet to acquire knowledge about gender-marking.

Temporal quantification in child language

Bart Hollebrandse
University of Groningen and Smith College

Young children interpret nominal variables in different ways than adults do. They judge *Every witch conjures up an apple* as false in a context with an "*unconjured*" apple. These children clarify their answer by referring to *that single apple*.

This paper focuses on temporal quantification. Do children differentiate between different variables, such as nominal, event and temporal variables?

22 Dutch children and 26 Dutch adults were tested judging sentences such as (1) in contexts alternating events during nights and days.

(1)   *Elke nacht tovert een heks een appel.*
         "Every night conjures up a witch an apple"

The main result is that spreaders ignore the temporal variable completely. Furthermore, clarifications by the children showed that quantification took place over events rather than over individuals. This shows that children favor event quantification over temporal quantification.

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Acquisition of aspectual meanings in languages with and without morphological aspect

Angeliek van Hout
University of Groningen

In this study on the acquisition of aspectual form-to-meaning correspondences, I compare Polish and Dutch learners. In Polish, aspect is a grammatical category where verbs are marked perfective or imperfective. In Dutch aspectual meanings are carried by different past tenses. The results from a comprehension experiment reveal that meaning (perfective/imperfective), and not form (aspect) as grammatical category determines development. Learners have acquired the completion entailment of Dutch present perfect and Polish perfective aspect by the age of 3, but have not learned that imperfect past and imperfective aspect imply ongoingness. The acquisition of perfective meaning thus comes earlier than imperfective, independent of how these aspects are formed in the language. This supports the hypothesis that some meanings are easier to acquire than others: more complex meanings, those that involve aspect shift, are harder.

What does the acquisition of the involuntary state construction in Serbo-Croatian have to tell us about the ability to represent A-chains in 3-year-olds?

Tatjana Ilic
University of Hawai'i at Manoa

The involuntary state construction in Serbo-Croatian is a passive-like construction in which the theme NP bears nominative case-marking and triggers verb agreement, but remains in-situ. It has been claimed in the literature that similar post-verbal NPs undergo a covert A(rgument)-movement to the subject position (Chomsky 1995), thereby creating A-chains which represent an insurmountable difficulty for children younger than 4, unless a syntactically homophonous structure that does not require formation of A-chain is available (Babyonyshev et al. 2001). However, results of this study show a productive use of the involuntary state construction already at age 3 despite the absence of a syntactic homophone, and therefore argue against A-chains as the (only) source of difficulty in the acquisition of passive-related constructions.

Mapping words to intransitive actions by 14-month-old infants

Tessei Kobayashi, Ryoko Mugitani, Shigeaki Amano
NTT Communication Science Laboratories, NTT Corp.

A core task in early verb learning involves mapping novel spoken words to particular actions. Recent studies have shown that at 18 months infants begin to map words to transitive actions involving two participants (e.g., *A pushed B*). However, little is known as regards other types of actions. This study investigates when infants begin to map words to intransitive actions involving a single participant (e.g., *A's rotating*). In a "Switch" paradigm, 1-year-olds were habituated to events in which an animate object was engaging in two different actions (*rotating* and *rocking*) paired with pseudo-words in a verb sentence frame (*nema-ing* and *daku-ing*). In test trials, 14- and 18-month-olds, but not 12-month-olds, looked significantly longer at the switched events than at the same events, indicating that infants begin to map novel words to intransitive actions by 14 months. This suggests that intransitive actions are mapped to words earlier than transitive actions.

Scope interpretations in L2 Korean

Hye-Young Kwak
University of Hawai'i at Manoa

This study investigates preferences in second language learners' judgments of potentially ambiguous scopal patterns in Korean (e.g., *Dora-ka cokay-lul twu-kay an cwu-wess-e*, 'Dora did not pick up two seashells'). Due to their different word orders (SOV vs. SVO), Korean and English differ with regards to which interpretation counts as the (preferred) forward scope reading: '*two > not*' in Korean but '*not > two*' in English. Preliminary results from a Truth-Value Judgment Task suggest that some learners transfer to the L2 the interpretation preferred in the L1, whereas other learners exhibit the preference found among native speakers of the target language.

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A comparative study of reading acquisition in French-native children attending a Dutch immersion program and starting to read either in French or in Dutch

Katia Lecocq, Philippe Mousty and Régine Kolinsky
Université Libre de Bruxelles

While several studies have outlined the role of oral proficiency in second-language reading acquisition, emerging evidence suggests that orthographic transparency enhances accurate decoding skills. The present study investigated the relative impact of oral proficiency and orthographic transparency in second-language reading acquisition. 61 French-speaking children attending a Dutch immersion program participated in a longitudinal study (Grades 1 to 4). 33 children were taught to read first in French (least consistent orthography), and the 28 others were taught to read first in Dutch (most consistent orthography but non-proficient language). Their performances in tasks assessing oral proficiency (receptive and productive vocabulary, sentences comprehension) and reading achievement (words and pseudowords decoding, reading comprehension) in both languages were compared to the ones of monolinguals. The results suggest that, even though it is the least proficient language, the regularity of Dutch orthography positively influences phonological processing skills, which in turn enhance subsequent reading acquisition in both languages.

The development of word segmentation in infants acquiring different dialects of French

Thierry Nazzi, Galina Iakimova and Josiane Bertoncini,
CNRS-Université Paris 5
Linda Polka and Stephanie Girard, McGill University
Megha Sundara, University of Washington

Contrasting word segmentation results were found for infants learning different French dialects: Nazzi et al. (2006) found bisyllabic word segmentation by Parisian French infants at 16 months, but not at 8/12 months; Polka and Sundara (2003) found bisyllabic word segmentation in Canadian French 8-month-olds, using either Canadian or European French stimuli. To explore whether these contrasting findings reflect cross-dialect (rather than idiosyncratic/stimuli) differences, Parisian infants were tested using Polka and Sundara (2003) European French stimuli. When infants were familiarized with isolated bisyllabic words and tested on passages, failure to segment was replicated at 8/12 months, providing evidence for dialect-specific developmental patterns possibly arising from differences in prosodic/pitch variability between the two French dialects. However, when infants were familiarized with passages and tested on isolated bisyllabic words, a segmentation effect was obtained at 8 months, pointing to a complex interaction between stimuli used, population tested, and task demands.

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Japanese postposing as an indicator of emerging discourse pragmatics

Jun Nomura
University of Hawai'i at Manoa

This study shows that children acquiring Japanese show discourse-pragmatic knowledge in postposing. Although Japanese is claimed to be predicate-final, speakers occasionally produce elements post-verbally (postposing). Postposing is said to be discourse-pragmatically (and sometimes grammatically) motivated; it is used for pragmatic repair (PP), sophisticated pragmatics (SP), deliberate defocusing (DD), or grammatical repair (GR). Some researchers claim that children's postposing is adult-like, while others emphasize late development of discourse pragmatics. This study was aimed at examining 2-year-olds' discourse-pragmatic knowledge by analyzing their use of postposing.

The data came from two children (1;9-2;5 and 2;1-2;9). Clear examples of each postposing type were identified using five features. The results show that the four types emerge in the same order (DD≈PR>SP>GR), indicating that children are/become aware of information structure and discoursal linking at age two.

Lexical association in children with specific language impairment (SLI)

Fabrizio Pizzioli and Marie-Anne Schelstraete
Université Catholique de Louvain

Lexical association was investigated in 13 children with SLI compared to two groups of children matched on receptive vocabulary (RV) and chronological age (CA) by four experiments: (a) a sound-detection task; (b) a sound-discrimination task; (c) auditory-lexical-decision task; (d) primed auditory-lexical-decision task in which subjects made a lexical decision on the second word of a noun pair. In the non-verbal tasks (a, b) the performance of children with SLI was similar to NL and RVC groups, while in the verbal task (c, d) they were slower than CA children, but comparable to RV group. Notably, in the primed auditory-lexical-decision task children with SLI showed a larger priming effect than controls. Results show that lexical access in children with SLI is appropriate to their vocabulary level, but lexical association is abnormal, possibly due to a higher lexical activation or to a different dynamic of the time course of lexical activation.

Revisiting the Critical Period: Age of onset and length of exposure?

Sebastian M. Rasinger
Anglia Ruskin University

In this study, we re-evaluate the debate on the impact of age on second language learners' attainment, and expand the discussion by two dimensions: first, we use non-experimental, spontaneous speech data; second, we show to what extent exogenous factors can override the influence of age on learners' attainment.

Statistical analysis of spontaneous speech data collected from Bengali learners of English living in London shows that a prolonged stay in England has a much stronger effect on respondents' L2 English proficiency than age of acquisition onset. In particular, a multiple regression analysis reveals that exposure accounts for 53% of variability in L2 proficiency, compared to a mere 1% for age. We argue that particularly if L2 acquisition takes place in a naturalistic setting with little formal instruction but through interaction with native speakers, length of residence and prolonged exposure to the TL may extenuate the negative effect of late acquisition onset.

Early acquisition of copy & movement in a Japanese OSV sentence

Tetsuya Sano
Meiji Gakuin University

In this paper, I argue that, in early child Japanese, an OSV sentence is derived by movement which leaves a copy, like in adult Japanese. With the truth-value-judgment task, I show that 4-year-olds mostly accept Q-float from scrambled Object in (1) (81.8% (18/22)), while rejecting Q-float from Subject in (2) (100% (22/22)).

(1) *(Sono) kuma-o buta-ga ni-hiki kosutteru yo.*
    (*sono*)O S Q V (ok w/ "two bears")
    (the) bear(s) Acc pig(s) Nom two brush-TEIRU
    "Two (of the) bears, a pig is brushing."

(2) *(Sono) kuma-ga buta-o ni-hiki kosutteru yo.*
    (*sono*)S O Q V (* w/ "two bears")
    (the) bear(s) Nom pig(s) Acc two brush-TEIRU
    "(The) bear is brushing two pigs."

Following Kuroda's (1980) analysis of Q-float licensing, I argue that my experimental data indicate that an OSV sentence in early child Japanese is derived by movement which leaves a copy.

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From simple to complex causal relations: Pragmatic development of the connective 'so'

Sharmaine Seneviratne
University of Cambridge

The connective *so* can mark simple causal relations, where *so* precedes a consequence, e.g., *Peter didn't wear his seatbelt. So he was badly injured in the accident*, or more complex diagnostic ones, where *so* introduces a conclusion based on a premise given previously, e.g., *Peter walked to school today. So he must have missed the bus*. In experiment 1, a reading time study, it is established that processing diagnostic statements is more effortful partly because readers are strongly biased towards a causal reading of *so*. Experiment 2 shows that this is a relevant factor in L1 acquisition. In an on-line sentence completion task administered to school children aged 7-, 12- and 18-years-old, response patterns clearly demonstrate that initially *so* is associated exclusively with basic causal relations. A thorough understanding of diagnostic uses of *so*, which require complex pragmatic reasoning, emerges gradually and increases with age.

Plural noun phrases in late simultaneous bilingualism: A study of English-Italian and Spanish-Italian children

Ludovica Serratrice, University of Manchester
Antonella Sorace and Francesca Filiaci,
University of Edinburgh
Michela Baldo, University of Manchester

This study compared the ability of English-Italian and Spanish-Italian bilingual children and monolingual peers (age range 6;0-10;0) to judge the acceptability of plural definite NPs and plural bare NPs in specific and generic contexts in English and Italian. According to Chierchia's (1998) Nominal Mapping Parameter, nominals in Italian and Spanish map onto predicates [-arg, +pred] and need a definite article to be turned into arguments. By contrast, in English, nominals can map onto predicates or onto arguments [+arg,+pred], as such bare nouns are allowed in argumental position. The Spanish-Italian bilinguals who are acquiring two languages with an identical parametric setting provided the same judgements as the Italian monolinguals. The English-Italian bilinguals behaved similarly to the English-speaking monolinguals, but accepted significantly more bare NPs in Italian than both the monolinguals and the Spanish-Italian bilinguals. These results provide evidence for the possibility of cross-linguistic interference at the syntax-semantics interface in simultaneous bilingualism.

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L2 knowledge of intervention effect in English-speaking learners of Korean

Hyang Suk Song
University of Hawai'i

This study investigates whether English-speaking learners of Korean acquire a restriction on the placement of negative polarity items (NPIs) relative to wh-words. Unlike in English, wh-phrases in Korean remain in situ and may optionally scramble in both positive contexts and negative contexts when there is no NPI in the sentence. However, scrambling of the wh-phrase is obligatory when an NPI is present ("Intervention Effect" Beck and Kim 1997). The experiment used an elicited-production task (McDaniel, McKee & Cairns 1998). The results show that some L2ers mirror native Koreans: none of the L2ers scrambled wh-phrases in positive contexts or negative non-NPI contexts but some scrambled in NPI contexts. Even though the intervention effect is in neither the instruction nor the L1, some L2ers show native-like performance on so-called poverty-of-the-stimulus phenomenon (Schwartz & Sprouse 2000), providing strong evidence that L2 acquisition is guided by Universal Grammar.

Is intonation impaired in children with Williams Syndrome?

Vesna Stojanovik, Jane Setter and Lizet van Ewijk
University of Reading

There has been hardly any recent and systematic research on the intonation skills of children with Williams Syndrome (WS), although an earlier study has indicated atypical affective expressive prosody in a small group of children with WS. A group of 14 children with WS, 14 typically developing children matched for receptive language skills with the WS group (LA) and 15 typically developing children matched for chronological age (CA) to the WS group were compared on a range of receptive and expressive intonation tasks from the Profiling Elements of Prosodic Systems- Child version (PEPS-C) battery. Measures of receptive and expressive language skills and non-verbal abilities were also taken. The WS group performed similarly to the LA group on all tasks of expressive and receptive intonation apart from prosody output; however, when compared to the CA group, the children with WS were significantly poorer in relation to perceiving and producing syntactic groupings in speech and disambiguating phrases using prosody (chunking), understanding questioning versus declarative intonation (turn end), perceiving and producing what is being emphasized in an utterance (focus), and producing variations of prosody.

Positional faith and the theory of intermediate stages in phonological development

Anne-Michelle Tessier
University of Alberta
and University of Massachusetts, Amherst

Phonological development includes a series of intermediate stage grammars. This work considers the theoretical implications of such stages where children are preferentially faithful to material in privileged positions. The relevant data are patterns of syllable truncation in English and Greek which can only be captured in an OT grammar using positional faithfulness (e.g., Beckman 1998.)

I demonstrate that these stages are of interest because standard versions of the Gradual Learning Algorithm (GLA: e.g., Boersma 1997) will not derive them, and that extending the GLA to account for them is not straightforward.

As an alternative, I propose an approach called Error-Selective Learning, which learns grammars via Biased Constraint Demotion (BCD: Prince and Tesar 2004) but selectively learns only from the simplest errors available, as defined by their constraint violations. I show how this learner will indeed derive the attested stages that rely on positional faith.

Developmental dyslexia and the role of phonological neighborhood density in new word learning

Jennifer Thomson and Usha Goswami
University of Cambridge

A core deficit in dyslexia is difficulty in accurately storing phonological representations, yet where this process breaks down is not yet known. One factor affecting normal development of phonological specificity is phonological neighbourhood density. The presence of many similar-sounding words in the lexicon may encourage greater phonological specification through the need to keep representations distinct. A word-learning paradigm was used here to examine whether differential sensitivity to neighborhood density would be seen between dyslexic and normally-reading children. The task involved pairing novel phonological forms with meaningless shapes. 24 dyslexics (mean age 11yrs) alongside age- and reading-level matched groups participated. The dyslexic group performed more poorly overall; however, a performance advantage for items from dense phonological neighborhoods was observed across groups. This suggests that dyslexic children are as sensitive to the overall phonological characteristics of their lexicons as their peers and use this stored knowledge similarly when learning new phonological forms.

On-line processing of subject-verb agreement in English by first and second language speakers

Zhijun Wen
University of Hawai'i at Manoa

Native speakers of English are sensitive to subject-verb agreement violations in on-line sentence processing, suggesting that they use agreement knowledge automatically. To find out whether second language (L2) speakers can do the same, this study compared 10 advanced Chinese learners of English as a second language and 9 native speakers of English in processing agreement violations in English in a comprehension-based, self-paced reading task. The preliminary results suggested that L2 speakers are able to use agreement knowledge on-line automatically. However, the way in which L2 speakers process agreement violations is different from that of English native speakers, with the former spending more time reading the verb and the latter reading the word after the verb. In addition, there exists an asymmetry in on-line processing of agreement violations in English, with morphosyntactically marked agreement violations producing the greatest difficulty.

Session A--Metcalf Small

Phonotactic probabilities and prosodic position in speech perception and production

Tania S. Zamuner
Radboud University Nijmegen
and University of British Columbia

This research examines children's ability to produce and perceive segments in different phonotactic environments and in different prosodic positions. Dutch-learning children completed a non-word repetition task. Analyses compared children's production of the same segments in different phonotactic environments and in different prosodic positions. Children were significantly more likely to produce the same segment in high phonotactic environments. There was no significant effect of prosodic position and no interaction. Children then participated in a minimal-pair discrimination task. Analyses compared children's perception of the same segmental contrasts in different phonotactic environments and in different prosodic positions. There were no significant effects. As in previous studies, a relationship was found between the frequency of sound patterns and children's productions. Moreover, the results seem to be driven by production because no effect of phonotactics was found in perception. There were no effects of prosodic position, suggesting that children's representations are stable across prosodic positions.

Session B--East Balcony

The role of joint attention in verb learning

Joanne Lee
Wilfrid Laurier University

This study investigates the extent to which argument realization is facilitated by joint attention between mother-child dyads, and whether similar argument structure patterns are exhibited in child-directed speech in two different languages – English and Mandarin (an elliptical language).

The hypothesis is that more arguments are omitted when dyads are in joint attention than when they are not. Fourteen hours of videotaped naturalistic interactions between mothers and their 22-month-old toddlers for both language groups were coded for patterns of argument omission and preferred argument structures in child-directed speech.

Preliminary findings indicate that the Chinese caregivers omitted 25% of arguments for transitive verbs when they were involved in joint attention with their toddlers (vs. 10% of arguments omitted when they were not). This suggests that joint attention is used in argument realization by Chinese caregivers to mediate the identification of the omitted argument of transitive verbs as the referent in the discourse.

Notes

Session C--Conference Auditorium

Bi-clausal? Mono-clausal?: The acquisition of Japanese causatives

Reiko Okabe
University of California, Los Angeles

This study provides experimental data on the acquisition of Japanese causatives and examines whether children can build a bi-clausal structure for the causatives. Japanese has two distinct types of causatives: productive causative (PC) and lexical causative (LC). The PC has a bi-clausal structure, while the LC has a mono-clausal structure. We examine whether children who have acquired the causative affix know the structural difference between PC and LC. 20 monolingual Japanese children were tested.

We compared comprehension of PCs with that of benefactives. Results show that almost all children distinguished the causatives from the benefactives. We also found that all 15 children correctly rejected LC when *zibun* co-referred with the dative NP, whereas they failed to accept PC with *zibun* co-referring with the embedded dative-marked subject, although they allowed *zibun* to co-refer with the embedded subject in a finite clause.

Session A--Metcalf Small

Perceptual reorganization for tone:
Investigating infants' tone discrimination

Monika Molnar, Karen Mattock and Linda Polka,
McGill University
Denis Burnham, University of Western Sydney
Susan Rvachew, McGill University

Using conditioned head-turn method, discrimination of non-native lexical tone contrasts has been shown to decline between 6 and 9 months of age. Using a different test method and including a new language group, we investigated whether tone reorganization occurs prior to 6 months. English- and French-learning 4-, 6-, and 9-month-olds were tested for discrimination of the Thai rising vs. low tone contrast using the stimulus alternating preference procedure. Infants were first familiarized with one of the tones for 30 seconds and were then presented alternating trials where the familiar tone and a novel tone were presented, and non-alternating trials where only the familiar was presented. Looking times to each trial type was compared. Longer looking to alternating trials was taken as evidence of tone discrimination. 4- and 6-month-olds looked significantly longer to alternating trials indicating tone discrimination; 9-month-olds did not, indicating failure to discriminate the non-native lexical tone contrasts.

Session B--East Balcony

Shared information and argument omission in Turkish

Özge Gürcanlı and Mine Nakipoğlu, Boğaziçi University
Aslı Özyürek, F.C. Donders Center for Cognitive
Neuroimaging and Max Planck Institute for Psycholinguistics

This study investigates the argument omission tendencies of children and adults in Turkish (a pro-drop language) within a controlled setting where different verb types are used and the information shared between the speaker and the addressee is manipulated. Turkish children (age range: 3;0-4;10) produce more null arguments compared to adults and omit subjects more than non-subject arguments confirming universal omission tendencies of children. Furthermore, manipulation of shared information results in different omission rates for children but not adults. Unshared information leads to production of more overt arguments showing that children consider the requirements of the discourse context. On the other hand, longer VPs compared to shorter ones do not necessarily lead to more null subjects. Moreover, predicates having the same VP-length but different kinds of object complements differ in the distribution of null subjects showing that the nature of a predicate rather than VP-length matters for subject omission.

Session C--Conference Auditorium

The configurationality parameter in the Minimalist Program:
A view from child Japanese

Koji Sugisaki
Mie University

Reformulating Hale's (1983) Configurationality Parameter within the Minimalist framework, Oku (1998) and Saito (2003) propose that a parameter of UG relates the availability of scrambling in Japanese with the possibility of NP-ellipsis. NP-ellipsis is responsible for the sloppy-identity reading of null arguments in Japanese. Previous studies on the acquisition of Japanese scrambling have revealed that the scrambling operation is in the grammar of 3- and 4-year-olds. Then, Minimalist versions of the Configurationality Parameter should predict that Japanese-speaking children aged 3 and 4 should already have knowledge of NP-ellipsis. The results of my experiment with ten children (mean age: 4;5) have shown that children accepted sloppy-identity reading for null-object sentences 90% of the time, and rejected this reading for overt pronouns 85% of the time. These results are consistent with the prediction of the Minimalist versions of the Configurationality Parameter.

Notes

Session A--Metcalf Small

Racing to segment? Top-down vs. bottom-up in infant word recognition

Elena Tenenbaum and James Morgan
Brown University

Previous research has shown that infants can use both bottom-up (co-articulation, word stress, phonotactics) and top-down (preceding familiar names) cues to segment words from fluent speech. What is the relation between these? Do bottom-up and top-down segmentation processes operate independently, racing to be the first to provide a result? Or do they work together, reinforcing (or possibly inhibiting) each other? To investigate the interaction between these approaches to segmentation, infants were tested in a modified version of a 2-screen Intermodal Preferential Looking Procedure. Latency of looks to a picture upon hearing the target word in fluent speech was used to measure speed of segmentation. Words were presented in sentences formed by crossing presence or absence of a familiar name before the target word with the presence or absence of a prosodic boundary. Results suggest that the speech processing architecture sums effects of both types of cues.

Session B--East Balcony

Argument representation in Japanese/English simultaneous bilinguals: Is there a cross-linguistic influence?

Satomi Mishina-Mori
Rikkyo University

This study examines the referential patterns in the two languages of 3-year-old children acquiring Japanese and English simultaneously. We test if the conditions of cross-linguistic influence as proposed in earlier studies—the two languages having superficially common structures at the syntax-pragmatics interface—induce interaction between the two grammars in the case of Japanese/English bilingual development. Cross-sectional data drawn from two bilingual children are compared with their monolingual counterparts. Analyses reveal little evidence of cross-language effects, indicating that the conditions specified in the former studies do not predict cross-linguistic influence in the case of Japanese/English bilinguals. We suspect that, due to lack of an agreement system, Japanese argument recovery and referential choice are mostly governed by pragmatic principles, congruent with the universal features of language use. This heavy dependence on discourse-pragmatic information may make Japanese argument representation less vulnerable to cross-linguistic influence.

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Session C--Conference Auditorium

Do early grammars interface with discourse/pragmatics? The evidence from Greek

Konstantia Kapetangianni
University of Michigan

In a recent work, Grinstead (2004) observed that there is a stage in the development of Spanish and Catalan (before age two) during which no overt subjects and other peripheral constituents are used. This paper focuses on the development of aspects of Greek syntax that interface with discourse/pragmatics knowledge, namely subjects interpreted as topics, focused, topicalized objects and wh-questions-- all involving movement to peripheral positions.

Based on production data from 3 monolingual Greek-speaking children, we show that peripheral positions are available in child Greek before the age of two, unlike Grinstead (2004) who argues for a grammar-discourse interface delay in the early stages of pro-drop languages. In addition, we present supporting evidence from English-acquiring children that shows that wh-movement appears at an early stage, at the same time with overt subjects. Hence, we argue that the interface delay theory does not seem generalizable and we discuss theoretical and empirical implications.

Session A--Metcalf Small

Infants' recognition of vowel contrasts in a word learning task

Suzanne Curtin, University of Calgary
Christopher T. Fennell, University of Ottawa
Paola Escudero, University of Amsterdam

Infants do not succeed in using consonantal differences in novel words until 17 months, which can be attributed to the demands placed on the cognitive systems of novice word learners by the act of word learning (Werker, Fennell, Corcoran & Stager 2004). Demands could be reduced if salient contrasts (e.g. vowels) are used to differentiate words. We found that 15-month-olds successfully disambiguated the novel vowel minimal pair /dit/ - /dɪt/ in a word learning task.

However, same-aged infants failed to disambiguate /dit/ - /dut/. This is surprising because /i/ and /u/ are phonologically more distinct than /i/ and /ɪ/. However, phonetic cue constraints (Escudero & Boersma 2004) can account for the results: [i]-[ɪ] are distinguished by two formants, whereas [i]-[u] are only distinguished by F2. Thus, it appears that the integration of phonetic cues aids recognition of new words prior to the emergence of phoneme-like categories (Werker & Curtin 2005).

Session B--East Balcony

How young children learn to use appropriate referring expressions

Danielle Matthews, Max Planck Child Study Centre
Elena Lieven, Max Planck Child Study Centre
and Max Planck Institute for Evolutionary Anthropology
Michael Tomasello, Max Planck Institute for Evolutionary Anthropology

This training study investigates how children learn to use appropriate referring expressions to request things. 240 children aged 2;6, 3;6 and 4;6 are being pre- and post-tested for their ability to request stickers from a dense array. They produce three progressively more appropriate response types: pointing (plus *"That one"*), naming (*"The girl one"*) and uniquely identifying (*"The girl eating"*). Between test sessions children are assigned to a training condition in which they either 1) ask for stickers from an adult who requests clarification as necessary 2) respond to an adults' requests for stickers 3) observe one adult ask another for stickers or 4) hear an adult label stickers. Training takes place over three daily sessions. Results from 216 children show improvements in all conditions. The most effective training regime was condition 1. However improvements in the other conditions suggest children also learn by observing others and by strengthening their vocabulary.

Session C--Conference Auditorium

Effects of language and task demands on the manifestation of SLI: A comparison of Icelandic- and English-speaking children

Elin Thordardottir
McGill University and ReykjavikurAkademian

The manifestation of specific language impairment (SLI) was examined in school age children speaking Icelandic and English, respectively, focusing on processing abilities and demands. In both languages, children with SLI evidenced significant limitations in working memory and sentence imitation. In language samples collected in contexts of varying task demands (conversation, narration and expository discourse), narration produced the longest MLU and conversation the shortest in both languages. Accuracy of noun and verb inflections ranged from 87 to 99% depending on group and context. For Icelandic children, context had no significant effect on inflectional accuracy and a significant group effect was found for noun inflections only. For English-speaking children, the context and group effects approached significance for both nouns and verbs. Whereas inflectional errors of English-speaking children were overwhelmingly omissions, the majority of errors in Icelandic were substitutions and incorrectly formed inflections.

Notes

Session A--Metcalf Small

With referential cues, infants successfully use phonetic detail in word learning

Christopher T. Fennell, University of Ottawa
Sandra R. Waxman and Adriana Weisleder
Northwestern University

Although 14-month-olds fail to distinguish similar-sounding novel words (e.g., "*bin*" vs. "*din*") presented in isolation (e.g., Stager & Werker 1997), they succeed when the words are presented in naming phrases (Fennell & Waxman 2006, in prep). Their success could reflect a) the referential clarity provided by naming phrases, or b) a low-level perceptual advantage: the coarticulation cues to the critical contrast present in running speech. To test these alternatives, we created a context in which isolated words had clear referential status, thus removing co-articulation cues. Infants first heard three familiar words (e.g., "*car*"), each presented in isolation in conjunction with a picture of its referent (e.g., car). Next, infants were habituated to a novel word-object combination, with the word (e.g., "*bin*") presented in isolation. At test, infants noticed a change in the novel word (e.g., "*din*"). 14-month-olds successfully recruit phonetic detail in word-learning when a word's referential status is clear.

Session B--East Balcony

Discourse prominence in Korean children's on-line processing of nominal reference

Kyung Sook Shin
University of Hawai'i at Manoa

This study addressed the question of whether Korean children's on-line reference comprehension is affected by discourse-pragmatic principles such as subject/1st-mentioned NP bias and topic prominence, and how children develop processing strategies for referential resolution in topic-prominent languages. Thirty 2- to 4-year-old Korean children participated in preferential looking tasks. In Experiment 1, the subject of the test sentences referred to either the 1st-mentioned character (the grammatical subject) in the context, or the 2nd-mentioned one (the oblique). In Experiment 2, the subject of the test sentences referred to the pragmatically salient character (a topic in the context), or the other (the oblique). The referential expressions were realized as a repeated lexical noun, a pronoun (*kyay* '(s)he'), or a zero pronoun. The children's eye-fixations provided information about their difficulties in assigning referents to zero and overt pronouns. The results imply that children's processing strategies for referential resolution undergo developmental changes.

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Session C--Conference Auditorium

(Un)successful subordination in French-speaking children and adolescents with SLI

Cornélia Hamann, University of Oldenburg
Laurie Tuller, Hélène Delage, Célia Henry
and Cécile Monjauze, University of Tours

This paper investigates subordination in French SLI asking whether the notion of syntactic complexity plays a role in patterns of use and avoidance. In finite and non-finite complement, adjunct, and relative clauses movement, overt/null complementizers, overt/null subjects, and tense/mood dependencies interact and contribute to syntactic complexity. We investigate such factors in spontaneous language samples of 10 French children (5;10-10;5) and 19 adolescents (10;11-15;7) with SLI. Control groups include 6-year-olds (N=12), 8-year-olds (N=12), and a group of 11-year-olds (N=12).

Our results show that SLI children produce fewer complex utterances than the 6-year-old TDs and that error-rates are much higher (35% vs. 5%). Relative frequency of subordination type and rates of ungrammaticality give support for the idea of a scale of relative complexity (49.6% errors in finite complement clauses). In the older SLI group patterns of successful and unsuccessful attempts per type of subordination suggest that these adolescents are developing strategies of avoidance.

Session A--Metcalf Small

Nonwords and words mingle

Kyle E. Chambers, University of Rochester
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Does information from unfamiliar sound sequences (i.e., nonwords) make contact with the lexicon? We examined whether phonotactic regularities conveyed by nonwords influence the processing of known words in 22-month-old infants. Using a phonotactic learning procedure (e.g., Chambers et al. 2003), infants were familiarized with nonsense syllables displaying consonant-position regularities (e.g., /b/ is syllable initial; /m/ is syllable final). In a preferential looking test (e.g., Fernald et al. 2003; Swingley et al. 1999), infants saw pictures of two common objects. The label for one object was consistent with the novel regularities (e.g., *bear*) while the other violated them (e.g., *mouse*). When asked to find one of the objects (e.g., *"Where's the bear? Can you find it?"*), infants identified it more quickly when the label followed, rather than violated, the novel consonant-position regularities displayed by the nonsense syllables, demonstrating rapid interaction between newly learned information and the existing lexicon.

Session B--East Balcony

Discourse anaphora and referent choice in second language writing development

Colleen Zaller, Joshua Lawrence and Elizabeth Daigle
Boston University

Cross-linguistic research on discourse anaphora shows that native speakers' selection of a referring expression (pronoun vs. full NP) is sensitive to the referent's current information status in discourse. However, less is known about L2 learners' choices of NP forms. This study investigates whether English language learners (ELLs) of varying proficiency levels adhere to the same accessibility constraints that govern those of native speakers. In narratives produced by adolescent Spanish and English native speakers (n=40), we examined all reference chains (animate and inanimate) containing >3 3rd person singular noun phrases and coded each referring expression as either pronominal or nominal. Adapting Toole's criteria (1996), we used measures of salience and distance to calculate the total accessibility of each NP. Our data show that ELLs violate accessibility expectations in ways that native speakers do not. We discuss explanations for these patterns, including features of the speakers' L1, and describe future explorations.

Session C--Conference Auditorium

Gap-filling and sentence comprehension in children with SLI

Arild Hestvik, Richard Schwartz and Lidiya Tornyova
CUNY Graduate Center

A group of children with specific language impairment (SLI) and a matched group of typically developing (TD) children participated in a cross-modal picture priming experiment. The children listened to sentences like *"The bear that the gorilla in the mist[1] had followed[2] into the woods hid behind a tree"* and performed speeded naming of control and related picture presented temporally at position [1] (control) and [2] (trace). Every trial was followed by a comprehension question. The two groups did not differ in naming accuracy nor on comprehension question accuracy. However, only the TD group showed an interaction between probe position and probe type (with faster naming of related probes at the trace). The lack of immediate reactivation in the SLI children was not accompanied by impaired comprehension, as judged by their comprehension question performance. This suggests that SLI is related to on-line processing deficits, as opposed to a grammatical knowledge deficit.

Notes

Session A--Metcalf Small

Perception and lexical acquisition of Japanese pitch accent in infants

Ryoko Mugitani, Tessei Kobayashi and Shigeaki Amano
NTT Communication Science Laboratories, NTT Corp.

Prosody is important for lexical acquisition in languages such as Japanese, in which different accent patterns yield different meanings (/Ame/ for rain, /amE/ for candy. Capitals indicate accented vowels). This study investigated the perceptual and lexical development of Japanese pitch accent in infants by testing the discrimination and word-object mapping of a word pair minimally contrasted by accent (/mOpo/ vs. /mopO/). The discrimination task demonstrated the developmental change in perceptual sensitivity; infants failed to discriminate the word pair at 12 months, but were successful at 14 and 18 months of age. A subsequent word-object mapping task revealed that 18-month-olds could associate particular objects with words with particular accent patterns. However, they failed the task when the stimuli were low-pass filtered to reduce segmental information while preserving prosodic information. The failure suggested that infants required intact segmental features for word learning, even if accent is the primary determinant for the words.

Session B--East Balcony

Tracking of animate referents in speech and gesture in L2 narrative by Dutch learners of Japanese

Keiko Yoshioka
Leiden University

This study examines the manner in which Dutch learners of Japanese track (i.e. maintain reference to and re-introduce) animate referents in L2 speech and gesture as compared to native speakers. Of particular interest here is what learners do when the target language does not have a linguistic tracking resource comparable to the one they use in their L1 (such as a pronoun system). The data are based on story retellings by 15 low-inter-mediate learners. Analyses were performed on the distribution of the forms of reference (NP, pronouns and zero-anaphora), and the frequency of gestures accompanying tracked referents. The results reveal cross-linguistic variation in gesture production, and that Dutch learners of Japanese are over-explicit in both spoken and gestural modes, with the gestures seemingly creating anaphoric linkages throughout the narrative. The results thus reveal a tight link between speech and gesture in both L1 and L2.

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Session C--Conference Auditorium

ERP signatures in language-impaired children reveal a developmentally domain-specific neural correlate for syntactic dependencies

Heather K. J. van der Lely, DLDCN Centre,
University College London
Elisabeth Fonteneau, Goldsmiths College,
University of London

Controversy surrounds whether a developmental language disorder can be caused by impairment to a domain-specific system. To elucidate whether developmentally impaired neural circuitry that uniquely subserves grammar exists, we investigate Grammatical-specific language impairment (G-SLI) using electrophysiological (ERP) measurements. We presented 18 10- to 21-year-old participants with G-SLI, 18 age-matched and 20 younger language control groups with questions containing syntactic violations and sentences containing semantic violations. Electrical brain responses reveal a selective impairment to grammatical processing in G-SLI. Syntactic violations elicited an ELAN in all control groups but not the G-SLI group. In contrast, the G-SLI participants exhibited an N400 to the syntactic violations. However, the G-SLI group, like the control groups, exhibited a normal P600 to the syntactic violations and an N400 to semantic violations. The findings indicate that grammatical neural circuitry is a developmentally unique system in the functional architecture of the human brain.

Discourse-based movement operations in Russian-speaking children with SLI

Maria Babyonyshev, Lesley Hart,
Elena Grigorenko and Jodi Reich
Yale University

This paper reports the results of a pilot study investigating the use of syntactic expressions of definiteness in Russian-speaking children with SLI.

The study included 16 children (7 TD and 9 SLI), aged 5-12, and used an elicited imitation task, which manipulated the overt definiteness and position of nominals. Two patterns of results emerge: 1) the SLI group makes significantly more errors than the TD group overall, and 2) the indefinite conditions are significantly more problematic than the definite conditions for the SLI group, but not for the TD group. Our findings demonstrate that optional discourse-based A'-movement is problematic within SLI grammars, like obligatory A'-movement, and that, contrary to earlier findings, SLI children may experience pragmatic problems with indefinites, similarly to younger TD children. More generally, investigations of discourse-based movement operations are shown to be an important source of information about the syntactic and pragmatic problems in SLI grammars.

Resolving grammatical category ambiguity in acquisition

Erin Conwell and James Morgan
Brown University

English, like many languages, has ambi-categorical words: most basic nouns have verb uses and vice versa. Research on grammatical category learning, however, has largely over-looked such words. Ambi-categoricality poses potential difficulties for learners of word categories: data regarding category membership could be very noisy. In a corpus study, although nearly half of the nouns and verbs in the speech of two mothers could be used in both categories, only 20-30% of them actually were, indicating that the problem is less substantial than it could be. Nevertheless, because infants do hear some words used ambi-categorically, the problem of how this affects categorization remains. Acoustic analyses of such words extracted from maternal speech show that noun tokens are reliably longer than verb tokens. In a habituation paradigm, results indicate that 13-month-olds can use such cues to distinguish noun and verb tokens of ambiguous words. Low-level cues may reduce the problem of ambi-categoricality.

Differential processing of language and music learned during development

Colin Dawson and LouAnn Gerken
University of Arizona

One key question to our understanding of human language is whether or not learners show any domain-specific constraints for language learning. At the 2005 meeting of BUCLD, Fernandes, Marcus and Little reported a surprising finding that suggested that infants have an ability to learn about serial dependencies (e.g. that the identity of the first element in a string predicts the identity of the third) in a language domain, but not in a music domain. This may reflect innate expectations about language that do not apply to music. However, another explanation for the data is that infants learn through exposure to language and music that the sort of serial dependency used in the study is relevant in the language domain, but not in the music domain. We make the case for the latter by showing that 4-month-olds, but not 7.5-month-olds, are successful at a music task using serial dependencies.

Children's recognition of novel derived words

Laura M. Gonnerman
Lehigh University

Recent work has shown that children as young as 18 months old are sensitive to the grammatical morphemes of English (e.g., -*ing*) and can segment them from the speech stream (Golinkoff, Hirsh-Pasek & Schweisguth 2001). In addition, diary studies have shown that children produce novel complex words (e.g., '*nighty*' for dark) as young as 2;1 years of age (Clark 1993). Two questions that have yet to be investigated are: 1) whether 17- to 24-month-old children can segment derivational morphemes from the speech stream; and, more importantly, 2) whether these children have learned to associate the appropriate meaning with the segmented morpheme. I investigated these questions by examining children's understanding of two of the earliest produced English derivational morphemes, namely the agentive -*er* as in baker, and the adjectival -*y* as in dirty, using a preferential looking task. Results show that 23-month-olds can match novel derived words with an appropriate picture.

Children's comprehension of completive and inceptive particle verbs

Liane Jeschull
University of Massachusetts, Amherst
and University of Leipzig

This study investigates children's comprehension of boundedness associated with particle verbs, viz. completion (e.g., *drink up*) [completive PVs] and inception (e.g., *drive off*) [inceptive PVs]. The acquisition task involves learning (i) that PVs comprise not only completives, but also inceptives, and (ii) that their bounded interpretations arise from lexical aspect and independently of grammatical aspect. In order to understand boundedness, children need to be able to partition events into inception/beginning, process and completion/end. This study uses a novel experimental design that integrates cues for partitioning events by contrasting the inception or completion of an event with a process interpretation. It also detaches lexical aspect from grammatical aspect. Children associated inceptive and completive particle verbs with bounded interpretations more often than the control predicates. They did so for both inceptives and completives and without grammatical aspect information, even though it was less often the case for inceptives. In conclusion, children do not have a major problem understanding different types of bounded particle verbs.

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Child acquisition of unaccusativity: Evidence from the Russian locative inversion construction

Elena Kallestinova
University of Iowa

Recent research on the acquisition of passive constructions and Russian genitive-of-negation suggests that child representations for unaccusative sentences differ from adult grammar. The Locative Inversion construction (e.g., *Down the hill rolled the ball*), as a diagnostic of unaccusative verbs in Russian (Babyonyshev 1996; Harves 2002), provides additional supporting evidence for the claim. I argue that 3-year-old Russian children project the same structure for unergative/unaccusative verbs in the Locative constructions resulting in SV(PP) word order (e.g., *The ball rolled down the hill*) and lack (PP)VS word order in unaccusative sentences. These predictions are tested with 30 3-year-old, 31 6-year-old, and 47 adult speakers of Russian using an elicitation experiment with pictures. The results suggest that adults and 6-year-olds distinguish between unaccusative/unergative verbs, while 3-year-olds do not. I propose that 3-year-old children are missing the knowledge about the light/deficient status of vP in unaccusatives, which is acquired by the age of 6.

Revisiting the Critical Period:
Age of onset and length of exposure?

Sebastian M. Rasinger
Anglia Ruskin University

In this study, we re-evaluate the debate on the impact of age on second language learners' attainment, and expand the discussion by two dimensions: first, we use non-experimental, spontaneous speech data; second, we show to what extent exogenous factors can override the influence of age on learners' attainment.

Statistical analysis of spontaneous speech data collected from Bengali learners of English living in London shows that a prolonged stay in England has a much stronger effect on respondents' L2 English proficiency than age of acquisition onset. In particular, a multiple regression analysis reveals that exposure accounts for 53% of variability in L2 proficiency, compared to a mere 1% for age. We argue that particularly if L2 acquisition takes place in a naturalistic setting with little formal instruction but through interaction with native speakers, length of residence and prolonged exposure to the TL may extenuate the negative effect of late acquisition onset.

Scalar implicatures in L2 acquisition

Roumyana Slabakova
University of Iowa

This paper investigates computation of scalar implicatures (SI) in Korean-English interlanguage. We used materials and results of Experiments 1 and 2 from Feeney et al. (2004), in which 24 children (7;3 – 8;3 years) and 32 adult English speakers participated. We added another control group of 34 Korean natives, an advanced and an intermediate Korean ESL group.

Experiment 1 presented scalar sentences without context, depending on world knowledge. Advanced and intermediate learners gave 39.2% and 36.2% logical answers, respectively. Experiment 2 used similar types of statements in the rich context of stories presented with pictures and text. The logical responses of the advanced Korean learners dropped to 9%, and of the intermediate learners to 19.5%, not different from the English children with 20.5%. We explain the results in terms of the "Integrative" account (Chierchia 2004; Levinson 2000) and the Relevance Theory account (Sperber & Wilson 1986/1995) of SI.

On-line processing of subject-verb agreement in English by first and second language speakers

Zhijun Wen
University of Hawai'i at Manoa

Native speakers of English are sensitive to subject-verb agreement violations in on-line sentence processing, suggesting that they use agreement knowledge automatically. To find out whether second language (L2) speakers can do the same, this study compared 10 advanced Chinese learners of English as a second language and 9 native speakers of English in processing agreement violations in English in a comprehension-based, self-paced reading task. The preliminary results suggested that L2 speakers are able to use agreement knowledge on-line automatically. However, the way in which L2 speakers process agreement violations is different from that of English native speakers, with the former spending more time reading the verb and the latter reading the word after the verb. In addition, there exists an asymmetry in on-line processing of agreement violations in English, with morphosyntactically marked agreement violations producing the greatest difficulty.

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Index

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Tryzna, Marta 13, 74
Tuller, Laurie 63, 74

U

Umeda, Mari 20, 74

V

Vagh, Shaher Banu 46, 74
Valian, Virginia 26, 38, 74
Varela, Vianey 35, 74
Varlokosta, Spyridoula 48, 74
Verbuk, Anna 35, 74
Viau, Joshua 18, 74
Villiers, Jill de 23, 70
Villiers, Peter de 23, 70

W

Wagner, Laura 36, 74
Wai, Nancy 22, 74
Waxman, Sandra R. 63, 74
Wehner, Daniel T. 20, 74
Weisleder, Adriana 63, 74
Weissenborn, Juergen 16, 74
Wen, Zhijun 58, 68, 74
Wexler, Ken 49
White, Erin 36, 75
White, Katherine S. 36, 75
White, Lydia 45, 75
White, Tiffani 75
Williams, Eddie 18, 75
Wilson, Frances 13, 75
Wonnacott, Elizabeth 48, 75
Wu, Yvette 64, 75

Y

Yamane, Naoto 24, 75
Yang, Sujin 16, 75
Yoshioka, Keiko 65, 75
Young, Gregory 44, 75
Yuan, Boping 21, 75

Z

Zaller, Colleen 64, 75
Zamuner, Tania S. 59, 75
Zangl, Renate 41, 75
Zaroukian, Erin 22
Zhang, Hang 30, 75