

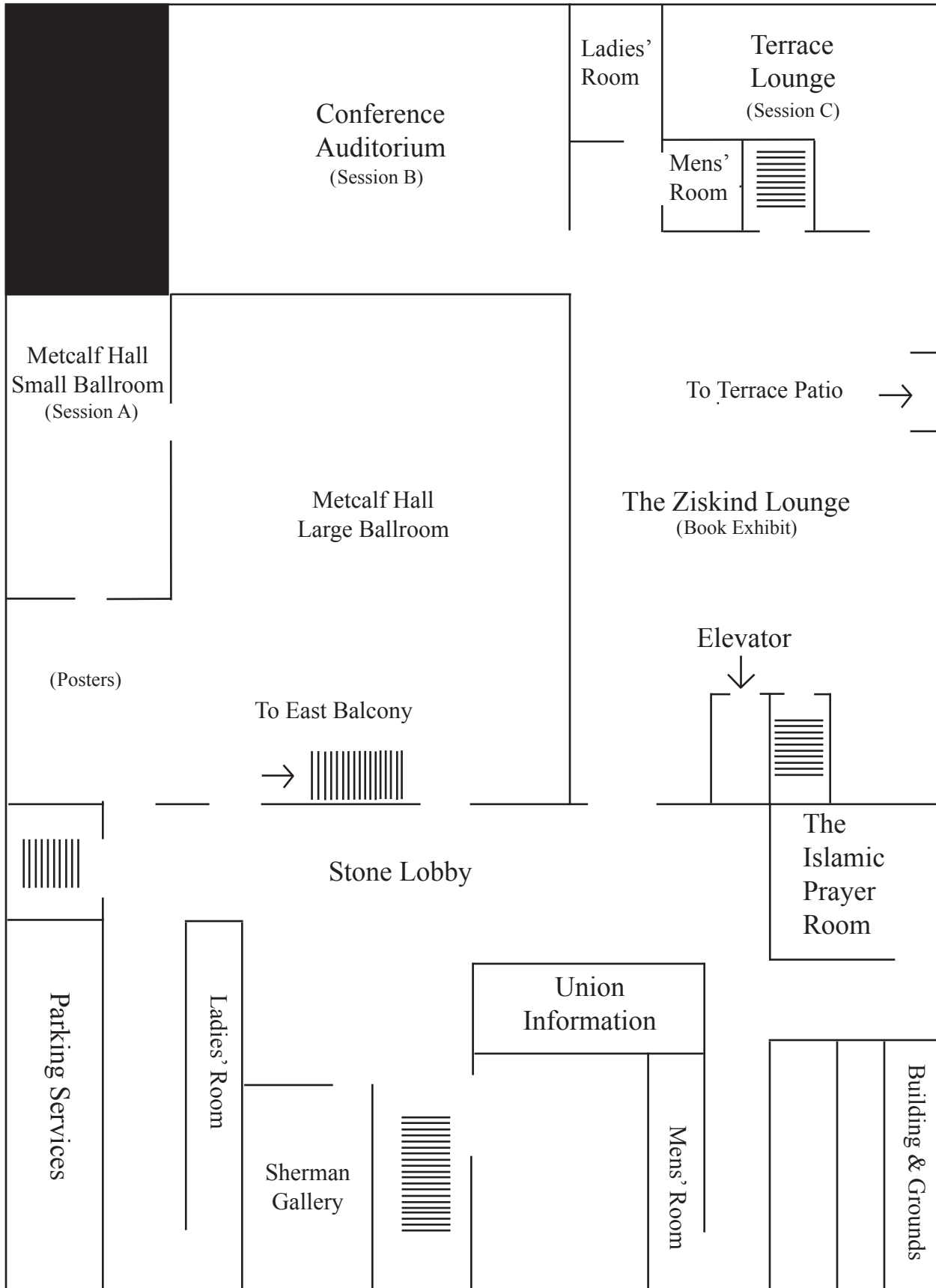
**BOSTON
UNIVERSITY**

The Forty-First Annual Boston University Conference on Language Development

**Meeting Handbook
November 4-6, 2016
George Sherman Union**

Map of George Sherman Union (Second Floor)

Commonwealth Avenue



↓ To First Floor and Main Entrance

Table of Contents

Welcome.....	2
Acknowledgements.....	3-4
General Information.....	5-6
Schedule at a Glance.....	7
Conference Schedule.....	8-15
Friday, November 4.....	8
Saturday, November 5.....	9
Sunday, November 6.....	10
Alternates.....	10
Poster Session I (Friday, November 4).....	11-13
Poster Session II (Saturday, November 5).....	13-15
Friday Sessions.....	16-27
9:00 AM.....	16
9:30 AM.....	17
10:00 AM.....	18
11:00 AM.....	19
11:30 AM.....	20
12:00 PM.....	21
2:00 PM.....	22
2:30 PM.....	23
4:15 PM.....	24
4:45 PM.....	25
5:15 PM.....	26
Keynote Address.....	27
Poster Session I.....	28-49
Saturday Sessions.....	50-59
9:00 AM.....	50
9:30 AM.....	51
10:00 AM.....	52
11:00 AM.....	53
11:30 AM.....	54
Lunchtime Symposium.....	55
2:15 PM.....	57
2:45 PM.....	58
4:30 PM.....	59
5:00 PM.....	60
Plenary Address.....	61
Poster Session II.....	62-79
Sunday Sessions.....	82-83
9:00 AM.....	82
9:30 AM.....	83
10:00 AM.....	84
Closing Symposium.....	85
Alternates.....	86-89
Publisher Addresses.....	90
Author Addresses.....	90-98
Index.....	98-102

Welcome

Our 41st Year

Welcome to the 41st Boston University Conference on Language Development (BUCLD). Since 1976, BUCLD has been organized by graduate students in Boston University's Program in Applied Linguistics. With years of student work and the help of faculty advisors, the conference has become one of the largest international gatherings of linguists, psychologists, and other researchers of language acquisition and development. We thank our participants for the research accomplishments they have shared with us over the past 40 years.

Invited Speakers

At this year's conference, we are honored to have Maria Polinsky and Angela Friederici as our featured speakers. Maria Polinsky will present Friday's keynote address, entitled "Cascading consequences of syntactic reorganization: Ellipsis in heritage languages." Saturday's program will close with Angela Friederici's plenary address, "Neural basis of language development". This year's lunchtime symposium, to be held during Saturday's lunch period, is entitled "Beyond brilliant babies and rapid learning in lexical development: The long and short of language acquisition" and will feature speakers Sarah Creel, Larissa Samuelson, and Bob McMurray. Finally, this year's closing symposium on Sunday is entitled "How language learners shape languages" and will feature speakers Jennifer Culbertson, Masha Fedzechkina, and Kenny Smith.

Student Workshop

This year, for the third consecutive year, we will be continuing our special session aimed at students and post-docs. This year's speaker will be Colin Phillips (University of Maryland), and his talk will be "Building your profile in a digital world." This session will take place from 1:15-2:15 p.m. on Sunday, November 6th, after the closing symposium.

Paper and Poster Presentations

The rest of the program is devoted to a wide range of papers and posters chosen from submitted abstracts. Of these, 69 papers and 108 posters were selected for presentation, and we have also included 12 presenters who will present posters but have also generously agreed to serve as oral presentation alternates in case of cancellations. Our overall acceptance rate this year was just 46%. It is unfortunate that we do not have enough space to include more of the many excellent submissions we received.

Proceedings

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

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

The 2016 Conference Organizing Committee

Jennifer Scott
Maria LaMendola

Faculty Advisors

Sudha Arunachalam
Charles Chang
Paul Hagstrom

Chairs

Anne Bertolini, Book Exhibit Chair
Megan Brown, Registration Chair
Lauren Gerrish, Hospitality Chair
Kayleigh Jeannette, Volunteer Chair
Max Kaplan, Handbook/Social Media Chair
Maria LaMendola, Abstracts Chair, Tech Chair
Nia Lazarus, Interpreter Liaison Chair
Pengfei Li, Finance Chair
Jennifer Scott, Travel Chair

Boston University Conference on Language Development
96 Cummington Street, Room 244
Boston, MA 02215
e-mail: langconf@bu.edu
phone: (617) 353-3085

For general information about the conference, visit our website at <http://www.bu.edu/buclid>.

Acknowledgements

The Boston University Conference on Language Development is organized each year by students from the Program in Applied Linguistics. Every year, we depend upon the proceeds generated by registration and exhibition fees to cover the costs of hosting the conference, and we are very grateful to all of our participants for providing this support. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-1147863, for which we are also grateful.

We would like to thank the many graduate and undergraduate students who contributed their time and effort both throughout the past year and during this weekend. We are particularly thankful to the faculty and staff of the Program in Applied Linguistics for their support and encouragement.

We extend special thanks to our faculty advisors, Sudha Arunachalam, Charles Chang, and Paul Hagstrom. Their expertise and guidance have been invaluable.

We would also like to acknowledge the efforts of several vital offices at Boston University. Our thanks go to Samantha Levine of Events and Conferences, whose skill and experience have provided us with the proper equipment, facilities, and refreshments for the conference. We would also like to thank Jeanette Ocampo Welch of Disability Services for assisting with organizing the American Sign Language interpretation, and Stan Gurczak of Student Production Services for coordinating the lighting system for the interpreting team. Finally, our thanks go to Cameron Samuelson for her support in managing the conference finances, and to Lisa Wong in the Cashier's Office and Liz Maguire of Information Services and Technology for collaborating with us on the maintenance of our online registration system.

Finally, we would like to thank the 182 reviewers listed below who read and rated the abstract submissions we received this year. The high quality of the abstracts makes it especially difficult to assemble a program of just 69 papers, 12 alternates, and 108 posters. We are particularly grateful for the reviewers' thoughtful attention to each submission.

Nameera Akhtar	Brian Dillon	Barbara Hoehle	Conxita Lleo
Adam Albright	Laura Dominguez	Bart Hollebrandse	Theodoros Marinis
Sudha Arunachalam	Ken Drozd	Holger Hopp	Lori Markson
Jessica Barlow	Nigel Duffield	Yi Ting Huang	Amber Martin
David Barner	Ewan Dunbar	Mary E. Hughes	Danielle Matthews
Isabelle Barrière	Catharine Echols	Aafke Hulk	Luisa Meroni
Ewelina Barski	Inge-Marie Eigsti	Tania Ionin	Karen Miller
Misha Becker	Micha Elsner	Ivan Ivanov	Utako Minai
Christina Bergmann	Neiloufar Family	Elizabeth Johnson	Toby Mintz
Nan Bernstein Ratner	Cynthia Fisher	Tiffany Judy	Maria Mody
Tim Beyer	Molly Flaherty	Kalliopi Katsika	Silvina Montrul
David Birdsong	Michael Frank	Dorit Kaufman	Alan Munn
Patrick Bolger	Maria João Freitas	Evan Kidd	Benjamin Munson
Ellen Broselow	Alison Gabriele	Wolfgang Klein	Letitia Naigles
Ann Bunger	Anna Gavarró	Loes Koring	Thierry Nazzi
Jennifer Cabrelli Amaro	Dedre Gentner	Grzegorz Krajewski	Elissa L. Newport
Helen Cairns	Lisa Gershkoff-Stowe	Aylin Küntay	Rama Novogrodsky
Catherine Caldwell-Harris	Heather Goad	Usha Lakshmanan	Akira Omaki
Charles Chang	Helen Goodluck	Laura Lakusta	Robyn Orfitelli
Jinsun Choe	John Grinstead	Barbara Landau	Mitsuhiko Ota
Vicky Chondrogianni	Theres Grüter	Donna Lardiere	Seyda Ozcaliskan
Anne Christophe	Ayşe Gürel	Tania Leal	Anna Papafragou
Erin Conwell	Pamela Hadley	Thomas Lee	Johanne Paradis
Peter Coopmans	Paul Hagstrom	Clara Levelt	Diego Pascual y Cabo
Sarah Creel	Matthew Hall	Beth Levin	Lisa Pearl
Jennifer Culbertson	Cornelia Hamann	Casey Lew-Williams	Barbara Zurer Pearson
Barbara Davis	Angela Xiaoxue He	Juana Liceras	Sharon Peperkamp
Jan de Jong	Arild Hestvik	Jeffrey Lidz	Lucia Pozzan
Laurent Dekydtspotter	Makiko Hirakawa	Amy Lieberman	Philippe Prévost
Katherine Demuth	Kathy Hirsh-Pasek	Sarah Liszka	Clifton Pye

Acknowledgements

Jennie Pyers	Roumyana Slabakova	Sigal Uziel-Karl
Marnie Reed	Filip Smolik	Elena Valenzuela
Claire Renaud	William Snyder	Virginia Valian
Thomas Roeper	Melanie Soderstrom	Daniel Valois
Jason Rothman	Hyun-joo Song	Suzanne van der Feest
Phaedra Royle	Antonella Sorace	Marieke van Heugten
Jenny Saffran	Rex Sprouse	Angeliek van Hout
Tetsuya Sano	Jeffrey Steele	Spyridoula Varlokosta
Lynn Santelmann	Daniel Swingley	Marilyn Vihman
Teresa Satterfield	Kristen Syrett	Laura Wagner
Cristina Schmitt	Helen Tager-Flusberg	Adriana Weisleder
Petra Schulz	Darren Tanner	Daniel Weiss
Carson Schütze	Anna Theakston	Lydia White
Bonnie D. Schwartz	Rosalind Thornton	Fei Xu
Amanda Seidl	Jill Thorson	Charles Yang
Ann Senghas	Almeida Jacqueline Toribio	W. Quin Yow
Ludovica Serratrice	John Trueswell	Chen Yu
Valerie L. Shafer	Marta Tryzna	Daniel Yurovsky
Yasuhiro Shirai	Ianthi Tsimpli	Tania Zamuner
Leher Singh	Sho Tsuji	Andrea Zukowski
Barbora Skarabela	Sharon Unsworth	

General Information

Registration and Session Locations

All sessions will be held in the George Sherman Union located at 775 Commonwealth Avenue. Registration will take place in the second floor lobby (see diagram on the back of the front cover). You may register on Friday starting at 8:00 AM, or Saturday and Sunday starting at 8:30 AM. Please register before attending any 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** entitled “Cascading consequences of syntactic reorganization: Ellipsis in heritage languages” will be delivered by Maria Polinsky on Friday at 7:30 PM in Metcalf Large, followed by a reception in Ziskind Lounge. Poster Session I (unattended) will immediately follow in Metcalf Large, Metcalf Small, and Ziskind Lounge.
- The **Plenary Address** entitled “Neural basis of language development”, delivered by Angela Friederici will take place on Saturday at 5:45 PM in Metcalf Large.
- A **Lunchtime Symposium** entitled “Beyond brilliant babies and rapid learning in lexical development: The long and short of language acquisition”, with presentations from Sarah C. Creel, Larissa Samuelson and Bob McMurray will be held on Saturday at 12:30 PM in Metcalf Large.
- A **Closing Symposium** entitled “How language learners shape languages” with presentations from Jennifer Culbertson, Masha Fedzechkina, and Kenny Smith will be held on Sunday at 11:00 AM in Metcalf Large, immediately followed by our student workshop.

Poster Sessions

- **Poster Session I:** On Friday, 63 posters will be on display in Metcalf Large, Metcalf Small, and Ziskind Lounge. There will be one attended Poster Session at 3:00 PM, and an additional unattended session at 9:00 PM. Refreshments will be available at both sessions.
- **Poster Session II:** On Saturday, 54 posters will be on display in Metcalf Large, Metcalf Small, and Ziskind Lounge. There will be an attended Poster Session at 3:15 PM.

Special Sessions

- A special **NIH/NSF Funding Symposium** will be facilitated by Ruben Alvarez (NIH) and Joan Maling (NSF) on Friday at 12:30 PM in the Conference Auditorium.
- A **Student Workshop** on “Building your profile in a digital world” hosted by Colin Phillips will be held immediately following our Closing Symposium in the Conference Auditorium, from 1:15 PM to 2:15 PM on Sunday.
- The **Society for Language Development** will hold its annual symposium, “Timing in Development,” on Thursday, November 3 at 1:00 PM in Metcalf Large, with a reception following immediately in Metcalf Small. The invited speakers are Elissa Newport, Takao Hensch and Barbara Landau.
- **NSF and NIH consultation** hours will be held in the Ziskind Lounge. Both sessions will be held on Saturday from 9:30 AM until 12:00 PM, and again from 2:30 PM until 5:00 PM.
- A **BUCLD Business Meeting** will be held on Saturday at 8 AM in the Conference Auditorium.

Additional Information

- **Parking** is available at the Agganis Arena Garage (925 Commonwealth Avenue), at the Granby Lot (665 Commonwealth Avenue) and the Warren Towers Garage (700 Commonwealth Avenue). On Sunday, Granby lot is closed, but there will be free on-street parking available instead. More information can be found at <http://www.bu.edu/parking>. Parking is limited and not guaranteed; we highly encourage the use of public transportation. MBTA maps are available at the information desk.

General Information

- **Temporary luggage storage space** will be available immediately adjacent to the information table at registration. This area is staffed during regular conference hours only. Although student volunteers will be present in the registration area, BUCLD is not responsible for any lost/stolen items. All posters and poster containers will be discarded if not picked up by Sunday afternoon.
- A **nursing room** will be available for nursing mothers in GSU 315.
- **Wireless internet access** will be available throughout the GSU. Information for connecting will be given at registration.
- **Refreshments** will be served in Ziskind Lounge before the morning sessions, during breaks, and during poster sessions. A list of local restaurants is available at the information table. The Food Court on the ground floor of the George Sherman Union offers a wide selection but is cash-only.
- Stay updated on any changes to the schedule with our **social media accounts**: follow **@TheBUCLD** or look for our hashtag **#BUCLD41** on Twitter, or search “BUCLD” on Facebook.

The Information Table at registration will provide the following services:

- * ASL Interpreters (Please inquire when you arrive)
- * Lost and Found
- * Campus Maps
- * MBTA Maps
- * Local Tourist and Dining Information
- * Certificates of Attendance



NIH/NSF Consultation Hours

Ruben Alvarez (NIH)

Joan Maling (NSF)

Saturday 9:30 AM - 12:00 PM & 2:30 PM - 5:00 PM

Schedule at a Glance

Thursday, November 3

11:00 AM	Registration Opens
1:00 PM - 5:15 PM	Society for Language Development Annual Symposium
5:15 PM - 6:00 PM	Society for Language Development Reception

Friday, November 4

8:00 AM	Registration opens
9:00 AM - 5:00 PM	Book exhibit
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	Lunch break / NIH/NSF Funding Symposium (Conference Auditorium)
2:00 PM - 3:00 PM	Talks
3:00 PM - 4:15 PM	Poster Session I attended, with refreshments
4:15 PM - 5:45 PM	Talks
5:45 PM - 7:45 PM	Evening break
7:45 PM - 9:00 PM	Keynote Address: Maria Polinsky
9:00 PM - 10:30 PM	Reception, Poster Session I unattended, with refreshments

Saturday, November 5

8:00 AM	BUCLD Business Meeting
8:30 AM	Registration opens
9:00 AM - 5:00 PM	Book exhibit
9:00 AM - 10:30 AM	Talks
10:30 AM - 11:00 PM	Morning break, with refreshments
11:00 AM - 12:00 PM	Talks
12:30 PM - 2:15 PM	Lunchtime Symposium
2:15 PM - 3:15 PM	Talks
3:15 PM - 4:30 PM	Poster Session II attended, with refreshments
4:30 PM - 5:30 PM	Talks
5:45 PM - 7:15 PM	Plenary Address: Angela Friederici

Sunday, November 6

8:30 AM	Registration opens
9:00 AM - 10:30 AM	Talks
10:30 AM - 11:00 AM	Morning break, with refreshments
11:00 AM - 1:00 PM	Closing Symposium
1:15 PM - 2:15 PM	Student Workshop

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
9:00-5:00	BOOK EXHIBIT		
9:00	Nine-month-old infants' neural oscillatory entrainment to sung nursery rhymes exceeds their parents' <i>V. Ong, E. Byrne, K. Clackson, S. Georgieva, S. Wass</i>	Deafness doesn't impair executive function, but language deprivation might: Parent-report evidence from deaf native signers, deaf non-signers, and hearing children. <i>M. Hall, I. Eigsti, H. Bortfeld, D. Lillo-Martin</i>	Now you hear it, now you don't: Number mismatch in the comprehension of relative clauses in French <i>A. Bentea, S. Durrleman</i>
9:30	Infants use prosody for syntactic analysis and grammatical categorization <i>S. Massicotte-Laforge, R. Shi</i>	Homesign Contact and Conventionalization of a Lexicon <i>L. Horton, S. Goldin-Meadow, D. Brentari</i>	The Acquisition of Ergativity in Samoan <i>G. Muagututia, K. Deen, W. O'Grady</i>
10:00	Frequent Frames in Maximally Diverse Languages <i>S. Moran, D. Blasi, S. Stoll</i>	American Sign Language Vocabulary Acquisition by Native Deaf Signers <i>N. Caselli, J. Pyers</i>	Effects of pronoun referentiality on children's relative clause processing in Hebrew <i>Y. Haendler, F. Adani</i>
10:30	BREAK (Ziskind Lounge)		
11:00	Constituent structure and cross-linguistic influence in non-native compound processing <i>J. González Alonso, J. Rothman</i>	Fast mapping word meanings across trials: young children forget all but their first guess. <i>J. de Villiers, A. Pace, M. Klein, A. Aravind, R. Golinkoff, K. Hirsh-Pasek, M. Wilson</i>	Children use syntax of complements to determine meanings of novel attitude verbs <i>J. Lidz, R. Dudley, V. Hacquard</i>
11:30	Acquisition and processing of mass nouns in L2-English: evidence for the role of atomicity <i>S. Choi, T. Ionin</i>	The natural visual statistics of objects matter in statistical word-referent learning <i>E. Clerkin, L. Smith, C. Yu</i>	Factivity is acquired gradually over the preschool years <i>V. Hacquard, R. Dudley, C. Baron, J. Lidz</i>
12:00	The integration of linguistic and non-linguistic information in L2 sentence processing <i>H. Ahn</i>	The role of temporal dynamics of reference in early word learning <i>L. Pozzan, T. Dawson, L. Gleitman, J. Trueswell</i>	Factivity and At-Issue-ness in the Acquisition of Forget and Remember <i>A. Aravind, M. Hackl</i>
12:30	LUNCH BREAK (Ziskind Lounge) / NIH/NSF FUNDING SYMPOSIUM (Conference Auditorium)		
2:00	English Article Use in Bimodal Bilingual Children with Cochlear Implants: Effects of Language Transfer and Early Language Exposure <i>C. Goodwin, K. Davidson, D. Lillo-Martin</i>	Structural Alignment Facilitates Spontaneous Adjective Learning in Preschoolers <i>R. Shao, D. Gentner</i>	The Unmarkedness of Plural: Crosslinguistic Data <i>K. Yatsushiro, U. Sauerland, A. Alexiadou</i>
2:30	Processing of which-questions by children with normal hearing and children with a cochlear implant <i>A. Schouwenaars, E. Ruigendijk, P. Hendriks, M. Finke</i>	The Blickish Blob: Object Categories Pose an Obstacle to Adjective Learning <i>S. LaTourrette, S. Waxman</i>	The Syntax and Semantics of Adjectival Distribution in Spanish-Polish Bilinguals <i>T. Judy</i>
3:00	ATTENDED POSTER SESSION I (Metcalf Large and Ziskind Lounge)		
4:15	Second Language Processing Efficiency: Experience and Cognitive Effects on L2 Morphosyntactic Integration and Anticipation <i>C. Marull</i>	Blind speakers show language-specific patterns in co-speech but not silent gesture <i>S. Özçalışkan, S. Goldin-Meadow</i>	On the Nature of the Syntactic Condition on Ellipsis Sites: A View from Child English <i>K. Sugisaki, H. Kurokami</i>
4:45	Perceptual salience matters for morphosyntactic processing in 9-11-year-olds <i>S. Dube, C. Kung, K. Demuth</i>	Does comprehension of gesture show a pattern similar to its production in verbal children with autism? <i>N. Dimitrova, S. Özçalışkan, L. Adamson</i>	V-stranding VP-ellipsis in child Japanese <i>Y. Fujiwara</i>
5:15	Acquiring morphological paradigms in early infancy <i>J. Raymond, R. Shi, E. Santos</i>	Universal and language-specific aspects in spatial language development: Revisiting the topological-projective asymmetry <i>M. Johanson, M. Grigoroglou, A. Papafragou</i>	The Bottleneck Hypothesis in L2 acquisition: Norwegian L1 speakers' knowledge of syntax and morphology in English L2 <i>I. Jensen, R. Slabakova, M. Westergaard</i>
5:45	DINNER BREAK		
7:30	KEYNOTE ADDRESS (Metcalf Large) Cascading consequences of syntactic reorganization: Ellipsis in heritage languages <i>Maria Polinsky (University of Maryland)</i>		
9:00	RECEPTION (Ziskind Lounge)		

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
8:00	BUCLD Business Meeting (Conference Auditorium)		
9:00-5:00	BOOK EXHIBIT		
9:00	Contextual factors in children's computation of telicity <i>C. Anderson</i>	Accessibility differences during production drive semantic (over)-extension <i>Z. Harmon, V. Kapatsinski</i>	Similarity-based interference in the acquisition of adjunct control <i>J. Gerard, J. Lidz, S. Zuckerman, M. Pinto</i>
9:30	Early knowledge of the interaction between aspect and quantification: Evidence from child Cantonese <i>M. Lei, T. Lee</i>	Children's use of polysemy to structure new noun categories <i>M. Srinivasan, C. Berner, H. Rabagliati</i>	Prepositional object gap production primes active gap filling in 5-year-olds <i>E. Atkinson, A. Omaki</i>
10:00	A study on bilingual children's semantic-pragmatic comprehension of quantifiers <i>H. Alatawi</i>	Modeling the Semantic Networks of School-age Children with Specific Language Impairment and their Typical Peers <i>P. Brooks, J. Maouene, K. Sailor, L. Seiger-Gardner</i>	Object clitics in the narratives of high-functioning children with autism <i>A. Terzi, A. Zafeiri, T. Marinis, K. Francis</i>
10:30	BREAK (Ziskind Lounge)		
11:00	Lexical and syntactic effects on auxiliary selection: Evidence from Child French <i>V. Boyce, A. Aravind, M. Hackl</i>	Gender Differences in Lexical Input and Acquisition <i>M. Braginsky, S. Meylan, M. Frank</i>	Modeling phonetic category learning from natural acoustic data <i>S. Antetomaso, K. Miyazawa, N. Feldman, M. Elsner, K. Hitzenko, R. Mazuka</i>
11:30	L1 acquisition of thematic role assignment in Tagalog: Word-order-based strategies vs. morphosyntactic cues <i>R. Garcia, J. Dery, J. Roeser, B. Hoehle</i>	Children's status and growth in word types at 20 months predicts age of onset of complex syntax <i>C. Silvey, Ö. Demir-Lira, S. Goldin-Meadow</i>	Development of acoustic cue weighting in 3- and 5-year-old children: Evidence from the Albanian lateral contrast <i>D. Müller, E. Kapia</i>
12:30	LUNCH SYMPOSIUM (Metcalf Large) Beyond brilliant babies and rapid learning in lexical development: The long and short of language acquisition <i>Sarah C. Creel (University of California, San Diego)</i> <i>Larissa Samuelson (University of East Anglia)</i> <i>Bob McMurray (University of Iowa)</i>		
2:15	Mira el Froggie: Language Mixing in Mother-Child Book-Sharing Interactions Among Spanish-speaking Families <i>A. Weisleder, C. Cates, C. Canfield, A. Seery, A. Mendelsohn</i>	What do we learn from distributional learning? <i>P. Olejarczuk, V. Kapatsinski</i>	Past tense and plural formation in Welsh-English bilingual children with and without SLI <i>V. Chondrogianni, N. John</i>
2:45	Math Talk in Low Socioeconomic Status Families: An Intervention <i>E. Graf, S. He, K. Leffel, S. Elizabeth, D. Suskind</i>	The impact of phonological knowledge on statistical learning <i>A. Black, C. Hudson Kam</i>	Delay or deviance: old question – new evidence from bilingual children with Specific Language Impairment (SLI) <i>N. Meir, S. Armon-Lotem</i>
3:15	ATTENDED POSTER SESSION II (Metcalf Large and Ziskind Lounge)		
4:30	Testing the Bootstrapping Hypothesis of Infant-Directed Vocabulary: A Longitudinal Individual-Difference Analysis <i>M. Ota, B. Skarabela, N. Davies-Jenkins, J. Fazekas</i>	Cognitive-Control Effects on the Kindergarten Path: Separating Correlation from Causation <i>Y. Huang, N. Hsu, J. Gerard, A. Kowalski, J. Novick</i>	The development of onset clusters in young children's speech <i>C. Levelt, M. Gulian</i>
5:00	'What does the cow say?' An analysis of onomatopoeia in early interactions <i>C. Laing</i>	Inhibitory control is a rate-limiting factor to preschoolers' use of irregular inflection <i>A. Yuile, M. Sabbagh</i>	What's a foo? Toddlers are not tolerant of other children's mispronunciations <i>D. Bernier, K. White</i>
5:45	PLENARY ADDRESS (Metcalf Large) Neural basis of language development <i>Angela Friederici (Max Planck Institute for Human Cognitive and Brain Sciences)</i>		

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
9:00	Development of a Collective-Distributive Pragmatic Scale <i>R. Padilla-Reyes, J. Grinstead, M. Nieves Rivera</i>	Lexical processing efficiency in preschool children: Influences of speech perception and inhibitory control <i>T. Mahr, J. Edwards</i>	Control, Raising, and the Problem of Generalization <i>A. Irani, C. Yang</i>
9:30	Some pieces are missing: scalar implicatures in children <i>S. Eiteljoerge, N. Pouscoulous, E. Lieven</i>	Flexibility in nonverbal predictions supports language learning in infancy <i>T. Reuter, C. Lew-Williams</i>	Topicalization from adjuncts in English vs. Chinese vs. Chinese-English Interlanguage <i>F. Zenker, B. Schwartz</i>
10:00	Children's understanding of distributivity and adjectives of comparison <i>A. De Koster, J. Dotlacil, J. Spenader</i>	Understanding the "word gap": Cognitive control and processing effects <i>E. Hollister, Y. Huang</i>	What cross-linguistic acquisition differences can tell us about invisible syntax: The case of Spanish 'parecer' <i>V. Mateu</i>
10:30	BREAK (Ziskind Lounge)		
11:00-12:45	CLOSING SYMPOSIUM (Metcalf Large) How language learners shape languages <i>Jennifer Culbertson (University of Edinburgh):</i> A bias for simpler grammars shapes language in complex ways <i>Masha Fedzechkina (University of Arizona):</i> Processing and communication shape language learning and structure <i>Kenny Smith (University of Edinburgh):</i> How learning and transmission interact to shape language structure		
1:15-2:30	STUDENT WORKSHOP (Conference Auditorium) Building your profile in a digital world <i>Colin Phillips (University of Maryland)</i>		

ALTERNATES

Authors	Title
F. Bulgarelli, V. Benitez, J. Saffran, K. Byers-Heinlein, D. Weiss	Statistical learning of multiple structures by 8-month-old infants
L. Butler	The acquisition of number concepts and numerical language in Yucatec Maya
M. Casillas, P. Brown, S. Levinson	Age and turn type in Mayan children's predictions about conversational turn-taking
J. Choi, H. Demirdache	Intervention Effects in Korean: Experimental L1 Evidence
M. Fetters, J. Lidz	Early knowledge of relative clause islands and island repair
V. Kapatsinski	Learning rules, templates and schemas in parallel
J. Klassen, A. Tremblay, M. Wagner, H. Goad	Prominence shifts in second language English and Spanish: learning versus unlearning
G. Martohardjono, I. Phillips, C. Madsen II, R. Otheguy, V. Shafer, R. Schwartz	Cross-linguistic influence in bilingual processing: An ERP study
C. Potter, J. Saffran	Variable experience improves infants' recognition of words spoken in an unfamiliar accent
M. Valteau, S. Arunachalam	The effects of linguistic context on visual attention while learning novel verbs
H. Wang, T. Mintz	Statistical learning requires a two-step process
R. Yin	The acquisition of number agreement in what BE these/those sentences in English

POSTER SESSION I

Friday, November 4, 2016
 Metcalf Large, Metcalf Small, and Ziskind Lounge
 Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM

Authors	Title
L. Abed Ibrahim, C. Hamann	Bilingual Arabic-German and Turkish-German children with and without specific language impairment: comparing performance in sentence and nonword repetition tasks
K. Al-Thubaiti	Non-native characteristics in the ultimate grammars of highly proficient child L2 starters of English
A. Altan, H. Annette, U. Kaya	Discrimination of vowel-harmonic vs vowel-disharmonic words by monolingual Turkish infants in the first year of life
J. Austin, K. Syrett, L. Sanchez, A. Lingwall, S. Perez-Cortes	Morphological development and the acquisition of quantifiers in child L2 Spanish
S. Berends, A. Hulk, P. Sleeman, J. Schaeffer	Ultimate Attainment in Second Language Acquisition: The Dutch quantitative pronoun ER
E. Bergelson, T. Eagle	Links between talking, walking, and pointing: analysis of parental report & observation
V. Bláhová, F. Smolík	Personal pronouns and verb person conjugation: The use of person reference and mental state language is related in 30-month-olds, above and beyond general language
F. Bulgarelli, V. Benitez, J. Saffran, K. Byers-Heinlein, D. Weiss	Statistical learning of multiple structures by 8-month-old infants
Z. Chen, V. Valian, M. Chodrow	The same factors influence subject use in children and adults
J. Choi, H. Demirdache	Intervention effects in Korean: experimental L1 evidence
E. Conwell	Pronouns facilitate comprehension of double object, but not prepositional, datives
C. De Cat, L. Serratrice	The Bilingual Profile Index: a new, gradient measure of language experience
L. Dekydtspotter, C. Gilbert, K. Miller, M. Iverson, T. Leal, I. Innis	ERP correlates of cyclic computations: anaphora in native and L2 French
I. Eigsti, J. Mayo, E. Simmons, J. Magnuson	Qualitative versus quantitative measurement of speech in autism: Beyond the Good and the Beautiful
N. Family, E. Dovenberg, K. Katsika, M. Naumovets, L. Fernandez, M. Iraola Azpiroz, S. Allen	Cross-linguistic influence in incremental parsing of temporary syntactic ambiguities in L2 English
M. Fetters, J. Lidz	Early knowledge of relative clause islands and island repair
C. Gambi, F. Gorrie, M. Pickering, H. Rabagliati	Do young children predict the forms of words?
L. Gao, W. Ma, P. Zhou	A reduced sensitivity to tones in young tone learners
G. Garcia, H. Goad, N. Guzzo	L2 Acquisition of high vowel deletion in Québec French
J. Gervain, J. Werker, A. Black, M. Geffen	The neural correlates of processing scale-invariant environmental sounds in infancy
T. Goksun, N. George, H. Kartal-kanat, B. Uzundag, E. Turan	Expressions of complex causal relations in speech and gesture
R. Gordon, M. Kibbe	Young children's learning of gestural and verbal labels for novel objects: The role of meaningfulness

POSTER SESSION I

<p>Friday, November 4, 2016 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM</p>	
T. Grüter, A. Takeda, H. Rohde, A. Schafer	L2 listeners show anticipatory looks to upcoming discourse referents
J. Hartshorne, J. Tenenbaum, S. Pinker	A critical period for second language acquisition: Evidence from 669,498 English speakers
E. Kamari, S. Raghibdoust	Dyslexic children and reading Persian orthography
A. Kocab, A. Senghas, J. Snedeker	Recursion in Nicaraguan Sign Language
R. Lacerda	Information structure in child English: contrastive topicalization and the dative alternation
E. Lau	AI > IA: the effect of animacy in the production of Cantonese relative clauses
S. Lima, P. Li, J. Snedeker	Counting on a count list: what Yudja tells us about number word acquisition
C. Manetti, A. Belletti	The production of Clitic Left dislocations by Italian-speaking children and the role of intervention
G. Martohardjono, I. Phillips, C. Madsen II, R. Otheguy, V. Shafer, R. Schwartz	Cross-linguistic influence in bilingual processing: An ERP study
K. Messenger, S. Hardy	Exploring the lexical boost to syntactic priming in children and adults.
K. Miller, C. Renaud	Anticipation in a second language: examining lexical versus morphological cues in French future tense
A. Myers, D. Skordos, D. Barner	Reasoning with alternatives in logical inference
E. Nguyen, W. Snyder	The (non)-effects of pragmatics on children's passives
M. Patience	The perception of stop-approximant contrasts by L1 English-L2 Spanish speakers
L. Perry, M. Perlman, B. Winter, G. Lupyan, D. Massaro	The role of iconicity in child-directed speech
R. Peters, T. Grüter, A. Borovsky	Language experience and skill alters the dynamics of lexical prediction in sentence processing
V. Petroj	Article distribution in child bimodal bilingual whispered speech
C. Potter, J. Saffran	Variable experience improves infants' recognition of words spoken in an unfamiliar accent
M. Ramirez, C. Echols	Language activation in child L2 learners
L. Rissman, L. Horton, S. Goldin-Meadow	Event categories in the absence of linguistic input: a cross-cultural study of child homesign
P. Royle, D. Valois, L. Fromont, J. Drury	French children's mastery of definiteness and maximality
U. Sauerland, K. Yatsushiro	Conjunctive Disjunctions in Child Language: A New Account
M. Schreiner, N. Mani	Successful word learning across different speech registers
J. Sequeros-Valle, B. Hoot, J. Cabrelli Amaro	Clitic-doubled left dislocation in L2 Spanish – data from a speeded production task

POSTER SESSION I

Friday, November 4, 2016 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM	
L. Smeets	Ultimate Attainment at the Syntax-Discourse Interface: the acquisition of object movement in Dutch.
N. Soja, M. Goodwin, L. Naigles	The role of light verbs in the mastery of new tense forms: a case study of one child with language delay
B. Sutton	Structure & acquisition of Estonian semantic case
N. Tanaka, W. O'Grady, K. Deen, I. Bondoc, J. Soriano	Differential preferences in the acquisition of symmetrical voice language
A. Terunuma, T. Nakato, M. Isobe, M. Nakajima, R. Okabe, S. Inada, S. Inokuma	Acquisition of recursive possessives and locatives within DPs in Japanese
L. Tieu, M. Križ	Connecting the exhaustivity of clefts and the homogeneity of plural definites in acquisition
S. Topaloğlu, M. Nakipoğlu	How Turkish-speaking children interpret pre-verbal sadece 'only': the role of prosody and pragmatics
A. Tsui, M. Berthiaume, L. Erickson, E. Thiessen, C. Fennell	How language background and individuals' attentional processes contribute to the success of tracking two inputs in a statistical learning task
M. Valteau, S. Arunachalam	The effects of linguistic context on visual attention while learning novel verbs
S. van der Feest, C. Blanco, R. Smiljanic	Effects of Speaking Style and Context on Online Word Recognition in Young Children and Adults
A. van Hout, M. Arche, H. Demirdache, I. García del Real, A. García Sanz, A. Gavarró, L. Gomez Marzo, S. Hommes, N. Kazanina, J. Liu, O. Lungu, F. Martin, I. Strangmann	Agent Control and the Acquisition of Event Culmination in Basque, Dutch, English, Spanish and Mandarin
A. Veenstra, K. Antoniou, N. Katsos, M. Kissine	Resisting attraction: The role of executive control in monolingual and bilingual children
L. Wagner, C. Geraci, J. Kuhn, K. Davidson, B. Strickland	Is Telicity in Sign Languages Visible to Children?
E. Wakefield, C. Hall, S. Goldin-Meadow	Representational Gesture as a Tool for Promoting Verb Generalization in Young Children
W. Yow, X. Li, S. Lam, T. Gliga, K. Kwek, S. Saw, L. Shek, F. Yap, Y. Chong, B. Broekman	Effects of bilingualism on children's use of social cues in word learning
E. Zaretsky	Cross-linguistic Transfer: The Role of L1 Grammatical Morphology in L2 Reading Comprehension Among ELLs From Low SES
Y. Zhang, C. Yu	Investigating Real-Time Cross-Situational Learning Using Naturalistic Data from the Child's View

POSTER SESSION II

Saturday, November 5, 2016 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:15 PM - 4:30 PM	
Authors	Title
A. Armstrong, N. Bulkes, D. Tanner	Use of quantificational cues in the processing of English subject-verb agreement by native Chinese speakers
M. Armstrong	Children's use of lexical and prosodic cues to epistemic strength

POSTER SESSION II

<p align="center">Saturday, November 5, 2016 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:15 PM - 4:30 PM</p>	
N. Bulkes, K. Christianson, D. Tanner	Effects of semantic opacity on prediction during native and nonnative reading
L. Butler	The acquisition of number concepts and numerical language in Yucatec Maya
C. Canfield, A. Weisleder, C. Cates, A. Seery, A. Mendelsohn	Long-Term Impacts of Parenting Stress on Language Development in Low-Income Children
M. Casillas, P. Brown, S. Levinson	Age and turn type in Mayan children's predictions about conversational turn-taking
H. Chen, N. Xu Rattanasone, F. Cox, K. Demuth	Australian English-learning 24-Month-Olds (But Not 18-Month-Olds) are Sensitive to Phonemic Vowel Length
J. Chen, R. Magid, J. Pyers	The effect of iconicity type on preschoolers' gesture learning: A role for embodiment?
A. Chromá, F. Smolík	Personal pronouns and verb person inflections: relations with grammatical development and early social understanding
C. Core, D. Martinez-Nadramia, S. Chaturvedi	The role of language experience in nonword repetition tasks in young bilingual Spanish-English speaking children
S. Creel	Plausibility constrains accented speech comprehension in monolingual and bilingual children
A. Cuza, P. Guijarro-Fuentes	Copula distribution in the Catalan and Spanish grammars of child and adult bilinguals
B. Davies, N. Xu Rattanasone, K. Demuth	Children's Emerging Understanding of the Syllabic Plural Allomorph
S. DeAnda, K. Hendrickson, D. Poulin-Dubois, P. Zesiger, M. Friend	Lexical Access in the Second Year: a Cross-linguistic Investigation of Monolingual and Bilingual Vocabulary Development
A. Delcenserie, N. Trudeau, F. Genesee, M. Béliveau	Language acquisition in at-risk language groups: How do they compare?
R. Ergin, D. Brentari	Hand shape preferences for nouns and verbs in Central Taurus Sign Language
M. Flaherty, D. Hunsicker, S. Goldin-Meadow	The Seeds of Nicaraguan Sign Language are Not Found in Gesture
H. Forsythe	Top-down learning in the acquisition of pronouns
R. Foushee, F. Xu	Development in Preschooler's Learning from Naturalistic Overheard Speech
H. Getz	Tracking forms within structures: How children learn the wanna facts
M. Grigoroglou, A. Papafragou	Informativeness and listeners' needs in children's event descriptions
J. Grinstead, P. Lintz, A. Pratt, M. Vega-Mendoza, J. De la Mora, M. Cantú-Sánchez, B. Flores-Avalos	Overt Subjects & Interface Deficit in Spanish SLI: A Discriminant Function Analysis
M. Hara	Second Language Learners' Greater Difficulty with Structural Processing Routines over Case Morphology in Processing Japanese Relative Clause Sentences
H. Hopp, N. Lemmerth	L2 predictive gender processing: Effects of lexical and syntactic L1-L2 congruency
M. Iraola Azpiroz, J. Järvikivi, S. Allen, L. Roberts, P. Schumacher	Resolution preferences in German: interpretative preferences of 6-year-olds
C. Kang, B. Lust	Bilingual proficiency influences the relationship between code-switching and task-switching in 8-year-old English-Chinese Singaporean children
V. Kapatsinski	Learning rules, templates and schemas in parallel
J. Klassen, A. Tremblay, M. Wagner, H. Goad	Prominence Shifts in Second Language English and Spanish: Learning versus Unlearning
M. Kremer, B. Hollebrandse, A. van Hout	The Role of Working Memory and Theory of Mind in the Acquisition of Definiteness in Dutch Children

POSTER SESSION II

Saturday, November 5, 2016
 Metcalf Large, Metcalf Small, and Ziskind Lounge
 Posters will be attended from 3:15 PM - 4:30 PM

L. Lakusta, M. Thothathiri, D. Mendez, M. Marinkovic	Evidence for a Broad Notion of Source in Child Language
C. Lew-Williams, D. Watson	Acoustic prominence and audience design in child- vs. adult-directed speech
J. Li, L. Liu, J. Snedeker	Whether and Why There Are Cross-cultural Differences in the Acquisition of Reference
W. Ma, R. Golinkoff	Syntactic Bootstrapping For Form Class Distinction in Mandarin Child-directed Speech
S. Mitsugi	Syntactic prediction in L2 comprehension: Evidence from Japanese adverbials
M. Noguchi, C. Hudson Kam	Learning of talker-specific phonemic contrasts by adults
J. Parish-Morris, M. Santulli, M. Swanson, A. Estes, J. Pandey, R. Schultz, S. Paterson, and the IBIS Network	Individual Growth Trajectories of Typical and Atypical Vocalization from 6 to 24 months
E. Puig-Mayenco, D. Miller, J. Rothman	Language Dominance Affects Bilingual Competence and Processing: Evidence from a bidirectional study of Unbalanced Catalan/Spanish Bilinguals
P. Requena, M. Dracos, K. Miller	Acquisition of Spanish Mood Selection in Complement Clauses
Y. Rodina	Understanding the relationship between narrative sample measures and grammaticality in heritage Russian
J. Schaeffer, B. Siekman	Are children with High-Functioning Autism better at syntax than typically developing children? The case of Dutch Object Relative Clauses
A. Schmitterer, S. Schroeder	The Development of Semantic Relatedness from Preschool to School
K. Schuler, C. Yang, E. Newport	Children form productive rules when it is more computationally efficient to do so
L. Serratrice, C. De Cat, S. Berends	Inhibitory control, working memory and language experience in the referential choices of monolingual and bilingual children
F. Smolik	Are adult age-of-acquisition ratings valid measures of child language? Comparing AoA ratings with word emergence in longitudinal corpora
A. Sugawara	Japanese L2 learners of English are sensitive to QUD and prosodic inference
W. Sugiura, H. Shimada	Children's Non-Isomorphic Interpretation in Japanese Conditionals
H. Wang, T. Mintz	Statistical Learning Requires a Two-Step Process
M. Westergaard, M. Anderssen, K. Bentzen, G. Busterud, A. Dahl, J. Didriksen, B. Lundquist	The acquisition of Subject and Object Shift in L2/Ln Norwegian
J. Whang, F. Adriaans	Phonotactics and alternations in the acquisition of Japanese high vowel reduction
L. White, H. Goad, J. Su, L. Smeets, M. Mor-tazavinia, G. Garcia, N. Guzzo	Prosodic Effects on Pronoun Interpretation in Italian
E. Wojcik, J. Werker	The effect of vocabulary size and language exposure on the emergence of monolingual and bilingual toddlers' lexical-semantic networks
R. Yin	The Acquisition of Number Agreement in What BE these/those Sentences in English
D. Yurovsky, N. Burke, A. Woodward, S. Goldin-Meadow	Children's gestures provide a continuous signal of word knowledge
J. Ziegler, J. Snedeker	Structural priming across development: The lexical boost, abstract priming, and task demands

Session A--Metcalf Small
<p>Nine-month-old infants' neural oscillatory entrainment to sung nursery rhymes exceeds their parents'</p> <p><i>Victoria Leong (University of Cambridge)</i> <i>Elizabeth Byrne (MRC-CBU)</i> <i>Kaili Clackson (University of Cambridge)</i> <i>Stanimira Georgieva (University of Cambridge)</i> <i>Sam Wass (University of East London)</i></p> <p>In adults, neural oscillatory entrainment to the speech envelope has been proposed to be a mechanism for speech perception, but it is not known when this mechanism becomes mature. Typical infants and their mothers (N=58, mean age 9.1 months) viewed videos of sung nursery rhymes whilst their EEG activity was concurrently recorded. Oscillatory entrainment to speech was measured using the phase-locking value (PLV) across the EEG-speech spectrum. Compared to adults, infants' phase-locking to rhyme units (Theta, ~4.5 Hz) and phoneme patterns (Alpha, ~9.3 Hz) was enhanced, whilst phase-locking to syllables and prosodic stress patterns (Delta, ~1-2 Hz) was equivalent. Thus, neural oscillatory mechanisms mature early enough in development to be able to support bootstrapping of language learning from the speech signal.</p>

Session B--Conference Auditorium
<p>Now you hear it, now you don't: Number mismatch in the comprehension of relative clauses in French</p> <p><i>Anamaria Bentea (University of Geneva)</i> <i>Stephanie Durrleman (University of Geneva)</i></p> <p>In a study with 70 French-speaking children (age range 4;7 – 8;9) we assessed the comprehension of subject and object relative clauses (RCs) and investigated the role that an audible or inaudible number agreement between the subject and the verb plays in modulating intervention effects found in object RCs. French provides an interesting test case to investigate whether it is purely the overt phonological manifestation of number mismatch on the tensed verb that impacts the computation of such intervention effects or whether a mismatch in number has the same impact on RC comprehension both when audible and inaudible. Results show that a featural mismatch in number improves performance in object RCs only, regardless of the morphological realization of this feature on the clausal head. Critically, we only found an effect of number mismatch in the older children, suggesting that younger children have difficulties computing fine-grained featural mismatches.</p>

Session C--Terrace Lounge
<p>Deafness doesn't impair executive function, but language deprivation might: Parent-report evidence from deaf native signers, deaf non-signers, and hearing children.</p> <p><i>Matthew Hall (University of Connecticut)</i> <i>Inge-Marie Eigsti (University of Connecticut)</i> <i>Heather Bortfeld (University of California, Merced)</i> <i>Diane Lillo-Martin (University of Connecticut)</i></p> <p>Deaf children are commonly reported to exhibit behavioral problems related to Executive Function (EF). However, the underlying cause of these challenges remains unclear. The dominant account attributes these difficulties to auditory deprivation; however, language deprivation could also explain the extant data, because nearly all the participants in previous studies have experienced both auditory deprivation and language deprivation. Here, we show that deaf children with exposure to sign language from birth do not show evidence of EF-related behavior problems, as reported by their parents on the Behavior Rating Inventory of Executive Function (BRIEF) questionnaire. We also replicate the finding of 5 previous studies that deaf children who experience a period of language deprivation (n=24) show significantly worse BRIEF scores than children who have had access to language from birth, spoken (n=45) or signed (n=44). These findings argue strongly against the auditory deprivation hypothesis; etiology of deafness remains a possible alternative explanation.</p>

Notes
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Session A--Metcalf Small

Infants use prosody for syntactic analysis and grammatical categorization

Sarah Massicotte-Laforge (Université du Québec à Montréal)
Rushen Shi (Université du Québec à Montréal)

We tested the hypothesis that phrasal prosody assists early syntactic acquisition. In Experiment 1 sentence-strings consisting of pseudo-words and French determiners were syntactically ambiguous; phrasal prosody, however, indicated distinct syntactic structures, e.g.,

Structure-1: [[Ton_Det felli_Adj crale_N-NP] [vur_V la_Det gosine_N]_VP]
Structure-2: [[Ton_Det felli_N-NP] [crale_V vur_Prep la_Det gosine_N]_VP]

French-learning 20-month-olds were familiarized with the sentences either in the prosody of one or the other structure. All infants were tested with Det+N (e.g., Le_Det crale_N) versus Pron+V (e.g., Tu_Pron crales_V) trials containing other non-familiarized functors. Results show that infants perceived the test-stimuli according to the familiarized structure. Experiment 2 further examined if prosody alone can enable 20-month-olds to interpret the same structures. The two familiarization structures now contained entirely pseudo-words. Test trials were as in Experiment 1. The Structure-1 prosody group did not discriminate the test trials, whereas the Structure-2 group did. Results show that both prosody and functors affect initial syntactic acquisition.

Session B--Conference Auditorium

The Acquisition of Ergativity in Samoan

Grant Muagututia (University of Hawai'i - Mānoa)
Kamil Deen (University of Hawai'i - Mānoa)
William O'Grady (University of Hawai'i - Mānoa)

What little research there is on the acquisition of ergativity focuses on morphological ergativity (Bavin & Stoll, 2013). This paper investigates the acquisition of ergativity in Samoan, which exhibits both morphological (case) and syntactic (relative clauses) ergativity. The results of two experiments (picture description; children, adolescents and adult controls) show that morphological ergativity is acquired early, while syntactic ergativity is obscured by another (perhaps universal) property of language - the Subject Relative Advantage.

Experiment 1 (case) revealed that children only produce the ergative case-marker 32% of the time. Remaining responses involved avoidance strategies such as using an intransitive/control verb. Experiment 2 (relative clauses) revealed that in producing Object-relatives, children made errors 15% of the time, but produced the target form only 31% of the time. However, with (transitive) subject-relatives, accuracy exceeded 60%. Adolescents were adult-like in all respects. We conclude that morphological and syntactic ergativity is acquired by roughly age 8yrs.

Notes

Blank lined area for notes.

Session C--Terrace Lounge

Homesign Contact and Conventionalization of a Lexicon

Laura Horton (University of Chicago)
Susan Goldin-Meadow (University of Chicago)
Diane Brentari (University of Chicago)

It is a common intuition that human language depends on a stable collection of form-meaning mappings—a shared lexicon. We examine the influence of different social networks on the emergence of conventionalized lexicons. We study the gestural communication systems invented by children from Guatemala who are deaf and have not learned an established sign language, homesigners. Unlike child homesigners in previous studies, some of the participants in this study interact with other deaf homesigners, either peers or adult relatives. Using semi-structured elicitation data, we compare sign forms that participants produced to describe a set of familiar animals, tools, and food items. The sign forms in peer and family homesign systems are more conventionalized than the sign forms produced by individual homesigners who are not in contact with other deaf homesigners. Peer and family homesign forms are less conventionalized, however, than the lexicon of a young sign language from Nicaragua.

Session A--Metcalf Small

Frequent Frames in Maximally Diverse Languages

Steven Moran (University of Zurich)
Damián Blasi (University of Zurich)
Sabine Stoll (University of Zurich)

Language acquisition strongly relies on pattern detection. One type of input pattern is the frequent frame. Frames consist of two adjacent bigram sequences, AB and BC. Frequently reoccurring frames have been shown to be a good predictor of word or morpheme B's syntactic category in child-directed speech in standard European languages. If frequent frames are a general learning mechanism, they should be reliable at some linguistic level. However, we show that in languages with very diverse typological structures that the frequent frame is not a strong signal for statistical learning.

Session B--Conference Auditorium

Effects of pronoun referentiality on children's relative clause processing in Hebrew

Yair Haendler (University of Potsdam)
Flavia Adani (University of Potsdam)

Friedmann, Belletti & Rizzi (2009) claim that comprehension of object relatives (OR) is facilitated when there is an NP-feature-mismatch between the head and the embedded nouns. As evidence, Hebrew-speaking children were found to be highly accurate on ORs with an embedded non-referential pronoun (non-ref-pro) lacking an NP-feature. However, this facilitation might also be due to a Number-mismatch between the head noun and non-ref-pro, or due to the pronoun's non-referentiality. To test this, we looked at Hebrew-speaking 5-year-olds' comprehension of ORs whose embedded subject was a full DP, non-ref-pro, or a referential pronoun. Mismatch in Number or other grammatical features was avoided. In a referent-selection task, children found ORs with both pronouns hard, due to the overlapping grammatical features. Accuracy was particularly low when the pronoun was referential. The results suggest an NP-feature-mismatch alone is not sufficient to facilitate OR comprehension. Furthermore, OR comprehension appears to be constrained by pronoun referentiality.

Session C--Terrace Lounge

American Sign Language Vocabulary Acquisition by Native Deaf Signers

Naomi Caselli (Boston University)
Jennie Pyers (Wellesley College)

There is mounting evidence that iconicity (form-meaning mappings) supports vocabulary acquisition in signed and spoken language. The relative prevalence of iconicity in sign languages might make iconicity so useful that other lexical and phonological properties that affect spoken language acquisition may have little effect on sign acquisition. We asked whether phonological neighborhood density (the number of signs that are phonologically related to an item) and lexical frequency, in addition to iconicity, facilitate sign acquisition. We reanalyzed 59 parental reports of productive ASL vocabulary acquisition by native signing deaf children (first published by Anderson & Reilly, 2002), and found that iconicity, as well as neighborhood density and lexical frequency independently facilitate signed vocabulary acquisition, though iconicity had no effect in the youngest children. Despite cross-modal differences in phonology and the prevalence of iconicity, children acquiring sign language track statistical properties of signs and sign phonology just as children acquiring spoken language.

Notes

Session A--Metcalf Small

Constituent structure and cross-linguistic influence in non-native compound processing

Jorge González Alonso (University of Reading & UiT The Arctic University of Norway)
Jason Rothman (University of Reading)

The psychological reality of morphological structure in the lexical representations of complex words within non-native lexicons has been debated for at least a decade, with most research examining derivation and inflection. The present study has two main aims: (a) to determine whether the lexical entries for compound words in the non-native English lexicon are specified for constituent structure, and (b) to investigate whether information about the compound's relational structure (i.e., how its constituents interact with respect to the meaning of the compound) becomes available during processing. To the extent that (b) obtains, the question becomes whether these relations, insofar as they can be generalised across languages, are subject to cross-linguistic influence in processing. Results suggest that the non-native lexicon is morphologically structured, and that the existence of comparable relational structures in two languages of a multilingual individual may influence compound processing.

Session B--Conference Auditorium

Children use syntax of complements to determine meanings of novel attitude verbs

Jeffrey Lidz (University of Maryland)
Rachel Dudley (University of Maryland)
Valentine Hacquard (University of Maryland)

According to the Syntactic Bootstrapping Hypothesis (SBH), syntactic frames are reliable cues to meaning, but children's sensitivity to relationships between syntactic frame and verb meaning have not been fully explored outside of action verbs. Building on previous work by Asplin (2002), we test the plausibility of the SBH in the attitude verb domain, by asking how children use complement clause syntax to constrain hypotheses about what mental states a novel attitude verb describes. In our task, participants watch stories that highlight both desires and beliefs and then are asked to evaluate mental state attributions with novel attitude verbs about the stories. We find that English-speaking children distinguish between novel verbs which embed finite clauses (e.g., "that she went home") from nonfinite clauses (e.g., "her to go home"): they limit verbs that embed finite complements to descriptions of belief states and verbs that embed nonfinite complements to descriptions of desire states.

Notes

Session C--Terrace Lounge

Fast mapping word meanings across trials: young children forget all but their first guess.

Jill de Villiers (Smith College)
Amy Pace (University of Washington, Seattle)
Madeline Klein (Smith College)
Athulya Aravind (Massachusetts Institute of Technology)
Roberta Golinkoff (University of Delaware)
Kathy Hirsh-Pasek (Temple University)
Mary Sweig Wilson

Learners may store just one plausible meaning for a new word, a procedure called "propose-but-verify". This prediction was tested in a large study of 674 typically developing children aged 3-6 years. As part of a new language assessment, QUILS, five items testing "fast mapping nouns" provided linguistic cues to help the child choose among novel objects, then extend to a new example. The model would predict that children who choose correctly on Trial 1 would remember their choice and do well on Trial 2, but not otherwise. Both predictions are confirmed. There is no change with age in the chance of being right on Trial 2 if they were wrong on Trial 1. Even when linguistic bootstrapping delimits the initial guess there is strong support for the model in a larger group of children. Repeated situations can verify or deny an initial guess, but nothing else gets stored.

Session A--Metcalf Small

Acquisition and processing of mass nouns in L2-English:
evidence for the role of atomicity

Sea Hee Choi (University of Illinois at Urbana-Champaign)
Tania Ionin (University of Illinois at Urbana-Champaign)

This study investigates whether L2-English learners from Generalized Classifier languages (Korean and Chinese) are influenced by atomicity (Landman 1989, Chierchia 2010) in their acquisition of English mass nouns. Atomicity is directly encoded by plural marking in Korean (Kim 2005) and the classifier system of Chinese (Cheng & Sybesma 1999). We hypothesize that L1-transfer leads learners to map atomicity to English count/mass syntax, resulting in overgeneralization of plural marking to atomic mass nouns like furniture. The results of a self-paced reading task (SPRT) and a grammaticality judgment task (GJT) support this hypothesis. The fact that the same pattern is observed with both Korean and Chinese L2-groups indicates that this is not surface transfer of the properties of plural marking, but instead deeper transfer of the mapping between atomicity and count/mass morphosyntax. The parallel results obtained for SPRT and GJT indicate that atomicity affects learners at implicit as well as explicit levels.

Session B--Conference Auditorium

Factivity is acquired gradually over the preschool years

Valentine Hacquard (University of Maryland)
Rachel Dudley (University of Maryland)
Christopher Baron (University of Maryland, College Park)
Jeffrey Lidz (University of Maryland)

Factive verbs like “know” (in contrast to non-factive verbs like “think”) only take true complements, and the truth of the complement is typically presupposed. Previous research suggests that children fail to distinguish “know” and “think”, and do not grasp their factivity until 4 years of age or much later (Harris 1975, Schulz 2003, among many others). In contrast, Dudley et al. 2014 argue that children begin to differentiate “know” and “think” by 3 years. This study reconciles conflicts in the previous literature by examining individual measures of comprehension and by introducing methodological improvements. We ask whether 3- to 4.5-year-olds understand that the truth of *know*’s complement (but not *think*’s) projects out of negative contexts. We show that *know*’s factivity can be understood by some children as early as 3, but that, for some children, understanding of factivity does not emerge until the 4th year.

Session C--Terrace Lounge

The natural visual statistics of objects matter in statistical
word-referent learning

Elizabeth Clerkin (Indiana University)
Linda Smith (Indiana University)
Chen Yu (Indiana University-Bloomington)

Early object name learning has been conceptualized as a mapping problem in which learners must align heard-words and seen-referents. This framing is at the heart of current debate about cross-situational word-referent learning and whether it provides a plausible explanation of early word learning. This debate centers around the moments in which a novel name is heard. However, we suggest that the relevant data is not what is in view when an object name is heard but in the learner’s (potentially lifetime) visual experience with named objects. From a corpus of infant-perspective head camera images, we find an extremely right-skewed frequency distribution of objects present in infants’ first-person views. Further, a simple associative model shows that visual prevalence, irrespective of naming frequency, gives the most frequent objects a distinct advantage over less frequent objects such that ambiguity in a naming-moment may not be the principal predictor of everyday word-referent learning.

Notes

Session A--Metcalf Small

The integration of linguistic and non-linguistic information in L2 sentence processing

Hyunah Ahn (University of Hawai'i - Mānoa)

This study investigated the integration of linguistic (definiteness as uniqueness) and non-linguistic information (world knowledge) through three separate experiments. Experiment 1 shows that advanced second language learners (L2ers) can use definite articles to predict a unique referent the same way native adults (L1ers) do while intermediate L2ers use indefinite articles for singularity marking. Experiment 2 shows that L1ers and L2ers share the same type of world knowledge (e.g., associating a doctor to a stethoscope). Experiment 3 shows that L1ers process both sources of information incrementally but advanced L2ers show regressive behavior when non-linguistic information distracts their attention; they mistake indefinite articles for a singularity marker as intermediate L2ers did in Experiment 1. The results also suggest that advanced L2ers can generate linguistic information based expectations only in the absence of predictable non-linguistic information. The findings support the claim that a less streamlined processing system is eventually more conducive to language development.

Session B--Conference Auditorium

Factivity and At-Issue-ness in the Acquisition of Forget and Remember

*Athulya Aravind (Massachusetts Institute of Technology)
Martin Hackl (Massachusetts Institute of Technology)*

Previous studies have argued that children's knowledge of factivity is delayed based on their failure to project the factive presupposition over negation. However, even in adult grammar, factive presuppositions can easily be cancelled under negation, especially when the embedded-proposition is at issue, i.e. addresses the Question-Under-Discussion. We ask whether children's failure to give a presuppositional construal to factive sentences correlates with the at-issue-ness of the embedded-proposition. We test children's comprehension of affirmative and negative sentences with the factive-pair forget/remember. We found that when the implicit QUD concerned the attitude-holder's mental-state, children successfully projected the presupposition. However, when the context made salient a QUD concerning the embedded event, children failed across-the-board to treat the sentences as presuppositional. Instead, they misanalysed the sentences as implicatives (e.g. "forget to"), a behavior potentially driven by the fact that complements of implicatives, unlike factives, convey at-issue content, which can felicitously serve as answers to questions.

Notes

Session C--Terrace Lounge

The role of temporal dynamics of reference in early word learning

*Lucia Pozzan (University of Pennsylvania)
Timothy Dawson (University of Pennsylvania)
Lila Gleitman (University of Pennsylvania)
John Trueswell (University of Pennsylvania)*

Recent results with adult participants demonstrate that highly informative word-learning instances in the home have precise temporal characteristics. Here we investigate whether children show similar timing sensitivity in natural interactions (Study 1) and within an eye-tracking experiment where timing cues are artificially manipulated (Study 2). Results show that disrupting the timing between word utterance and referential cues significantly affected word mappings: offset conditions were associated with decreased accuracy compared to the no-offset conditions in both studies. We conclude that high accuracy in referent identification is associated with their precise alignment with word onset, so as to forge the perception of a causal (intentional) link between the two. Children likely monitor for precise relationships between events of the world and word; and, when spotted, these 'epiphany' moments push word learning forward.

Session A--Metcalf Small

English Article Use in Bimodal Bilingual Children with Cochlear Implants: Effects of Language Transfer and Early Language Exposure

Corina Goodwin (University of Connecticut)
Kathryn Davidson (Harvard University)
Diane Lillo-Martin (University of Connecticut)

Accuracy with English articles the/a was analyzed in three hearing bimodal bilinguals (kodas), three Deaf bimodal bilinguals with cochlear implants (DDCI), and one monolingual English child aged 3;00-6;06. Children who receive cochlear implants (CIs) often have no accessible language input from birth, but DDCIs' sign language (SL) exposure may facilitate spoken language development. However, transfer from SL and low perceptual saliency of articles might present a challenge to DDCIs. We compared DDCI's performance to monolingual English-speaking peers and kodas to determine whether accuracy rates were due to typical development, influence from SL, or CI-specific factors. All bimodals mastered articles during the observation period, but later than the monolingual comparison. DDCIs and kodas performed remarkably similarly. Overall, our findings indicate that when children with CIs are exposed to sign language from birth, linguistic development in their spoken language is comparable to age-matched kodas, with effects of development and cross-linguistic influence.

Session B--Conference Auditorium

The Unmarkedness of Plural: Crosslinguistic Data

Kazuko Yatsushiro (Zentrum für Allgemeine Sprachwissenschaft (ZAS))
Uli Sauerland (ZAS)
Artemis Alexiadou (ZAS & Humboldt Universität)

Morphologically, the plural is derived from the singular, and therefore, is the morphologically marked form in English, German, and many other languages. It is debated whether the plural or the singular is the marked form semantically, however. While Krifka (1989) and others have argued that the singular is marked, Farkas & de Swart (2010) and others argue that plural is semantically marked. In this paper, we present data from three experiments that support the view that the singular is marked semantically, and argue against a plural perception report. Our data from one study of 18 languages and two studies on German show that the error persists regardless of the plural morphology used.

Session C--Terrace Lounge

Structural Alignment Facilitates Spontaneous Adjective Learning in Preschoolers

Ruxue Shao (Northwestern University)
Dedre Gentner (Northwestern University)

Carey and Bartlett (1978) found that preschoolers who were asked to 'give me the chromium one, not the red one' were able to form some understanding of the meaning of chromium. To test whether spontaneous comparison processes are instrumental in this implicit word learning, we used a similar paradigm but varied the alignability of the objects. Children who saw easy-to-compare objects (HA condition) were better able to identify chromium objects in a later task than those who saw hard-to-compare ones (LA). In Experiment 2, we ruled out an informational account. We also found that the advantages of HA over LA persisted for 4-year-olds even 2-4 days after the initial encounter (Experiment 3). These findings suggest that spontaneous comparison processes can lead to highlighting a property as an alignable difference, allowing it to "pop out" as a potential referent for a novel adjective. Thus, comparison processes can support indirect word learning.

Notes

Session A--Metcalf Small

Processing of which-questions by children with normal hearing and children with a cochlear implant

Atty Schouwenaars (University of Oldenburg, Cluster of excellence Hearing4all)

Esther Ruigendijk (University of Oldenburg, Cluster of excellence Hearing4all)

Petra Hendriks (University of Groningen)

Mareike Finke (Medical University of Hannover, Cluster of excellence Hearing4all)

This study investigates the processing of morphosyntactic cues (case and verb-agreement) by normal-hearing children (NH, n=36; 7;05-10;09) and children with a cochlear implant (CI, n=33; 7;01-12;04, implanted bilaterally < age 3) of German subject-, object-, and passive which-questions.

We ran a picture selection task with eye-tracking, and screening tasks tested comprehension of verb-agreement and auditory discrimination of case morphology.

CI children who performed well on the screening still comprehended object questions worse than NH children (GLMER: $p < .05$; CI: 66%; NH: 86%). Both groups show a garden-path effect for object questions disambiguated by verb-agreement, but only CI children also show this for questions with case disambiguation on the first NP, as indicated by GAMMs. So, even though CI children perceive case and verb-agreement, their ability to use these cues for comprehension still lags behind normal development.

Session B--Conference Auditorium

The Syntax and Semantics of Adjectival Distribution in Spanish-Polish Bilinguals

Tiffany Judy (Wake Forest University)

This study examines potential age and microparametric effects in childhood bilinguals (currently adults) in an understudied language group, Polish-Spanish speakers. Specifically, a Spanish group (N=28) and a Later (N=23) and an Earlier (N=8) heritage speaker group living in Misiones, Argentina completed 3 experimental tasks assessing their knowledge of the syntactic and syntax-semantic distribution of adjectives. Results show that, despite several semantic differences related to adjective position, both experimental groups demonstrate knowledge of interpretive constraints that fall out from underlying Spanish syntax. Differences predicted as a result of crosslinguistic influence were not evidenced, yet, contrary to Polish and Spanish, the experimental groups accepted ungrammatical postnominal intensional adjectives significantly more than Spanish speakers. Results contribute to research examining DP word order in Romance, which has largely focused on Germanic-Romance pairings.

Notes

Session C--Terrace Lounge

The Blickish Blob: Object Categories Pose an Obstacle to Adjective Learning

Sandy LaTourrette (Northwestern University)

Sandra Waxman (Northwestern University)

Young children, who successfully map adjectives to object properties within a given basic-level category, have difficulty extending the same adjectives across different basic-level categories (Klibanoff & Waxman, 2000; Mintz & Gleitman, 2002). This difficulty likely reflects more than perceptual factors alone: it suggests that children interpret adjectives within the context of the nouns, or categories, they modify. To test this, Waxman (2002) designed exemplars that could be construed either as pictures of things or blobs of stuff. When exemplars were introduced as things, children failed, as usual, to extend adjectives across categories. However, when they were introduced as blobs—sidestepping an object interpretation—children extended novel adjectives broadly and successfully. This intriguing outcome warrants additional attention. Here, we replicate this effect with new stimuli and specify more precisely children’s trial-by-trial learning. Our results bolster the claim that adjective learning is guided not just by perception but by children’s conceptual construals.

Session A--Metcalf Small

Second Language Processing Efficiency: Experience and Cognitive Effects on L2 Morphosyntactic Integration and Anticipation

Crystal Marull (Rutgers University)

This study aims to identify the possible cause of L2 processing inefficiency. In particular, this study employs two distinct online sentence processing tasks that disentangle processing mechanisms at the level of integration and prediction/anticipation as a way of identifying the locus of L2 processing difficulties. Previous studies suggest that non-native processing is a specific result of an inefficient predictive mechanism which limits the ability of learners' to generate linguistic expectations (Grüter, Rohde, & Schafer, 2014; 2016). There is limited understanding of why learners can exploit some predictive information, but struggle in the case of other cues, in part because processing is often treated monolithically. Therefore, this study aims to elucidate the differential effects the learners' proficiency and language experience, as well as learner characteristics that are not solely linguistic in nature such as domain general cognitive capacities, on the specific processes of linguistic integration and anticipation.

Session B--Conference Auditorium

On the Nature of the Syntactic Condition on Ellipsis Sites: A View from Child English

*Koji Sugisaki (Mie University)
Hisao Kurokami (Mie University)*

In an attempt to provide a uniform characterization of ellipsis constructions in English, Lobeck (1995) and Saito & Murasugi (1990) proposed that an ellipsis site must be the complement of a head which agrees with its specifier. More recently, however, Richards (2003) and Saito (2015) claimed that the relevant condition simply states that an ellipsis site must be the complement of a head with a specifier, dropping the agreement requirement from its formulation. The results of our analysis of twelve longitudinal corpora for English from the CHILDES database revealed that, while children's negative sentences with third-person singular subjects showed free alternation between non-agreeing "don't" and agreeing "doesn't", children's sentences with VP-ellipsis exhibited a strong tendency to involve a correctly-agreeing form of "does". The low frequency of agreement errors with children's VP-ellipsis sentences is more compatible with the view that the licensing condition on ellipsis includes agreement requirement in its formulation.

Session C--Terrace Lounge

Blind speakers show language-specific patterns in co-speech but not silent gesture

*Şeyda Özçalışkan (Georgia State University)
Susan Goldin-Meadow (University of Chicago)*

Sighted speakers of different languages vary systematically in how they package and order components of a motion event in speech. These differences influence how semantic elements are organized in gesture, but only when those gestures are produced with speech (co-speech gesture), not without speech (silent gesture). We ask whether the cross-linguistic similarity in silent gesture is driven by the visuospatial structure of the event. We compared 40 congenitally blind adult native speakers of English or Turkish (20/language) to 80 sighted adult speakers (40/language; half with, half without blindfolds) as they describe 3-dimensional motion scenes. We found an effect of language on co-speech gesture, not on silent gesture—blind speakers of both languages organized their silent gestures as sighted speakers do. Humans may have a natural semantic organization that they impose on events when conveying them in gesture without language—an organization that relies on neither visuospatial cues nor language structure.

Notes

Session A--Metcalf Small

Perceptual salience matters for morphosyntactic processing in 9-11-year-olds

Sithembinkosi Dube (Macquarie University; ARC Centre of Excellence in Cognition and its Disorders (CCD))
Carmen Kung (Macquarie University)
Katherine Demuth (Macquarie University)

Previous ERP research has shown that adults are more sensitive to grammatical vs. ungrammatical inflected verbs that occurred in the more prosodically/perceptually salient utterance-final position. However, little is known about whether effects of perceptual salience also hold for real-time morphosyntactic processing in children. To this end, we recorded event-related potentials (ERPs) while 9-11-year-old monolingual English-speaking children (n=24) listened to grammatical vs. ungrammatical sentences involving subject-verb agreement using 3rd person-singular -s. The ungrammatical forms differed depending on the overtiness of the error—errors of commission (i.e. superfluous -s) vs. errors of omission (i.e. absent -s), and the position of the violation—utterance-medial vs. utterance-final. Results showed an N400 effect to agreement violations, with a larger N400 amplitude for the more perceptually salient utterance-final errors of commission. These findings demonstrate that perceptual salience related to overtiness and utterance-position matters for real-time morphosyntactic processing in children. The theoretical and methodological implications are discussed.

Session B--Conference Auditorium

V-stranding VP-ellipsis in child Japanese

Yoshiki Fujiwara (Meiji Gakuin University/University of Connecticut)

This study demonstrates that Japanese children know at least V-stranding VP-Ellipsis (Otani & Whitman 1991; Funakoshi 2014), where VP is elided after V-movement. According to Funakoshi, a null-adjunct reading is available only when both the adjunct and the object are null. He claims the null-adjunct reading is derived by V-stranding VP-Ellipsis, not by Argument Ellipsis. The present experiment shows that children can access the null-adjunct reading when both adjunct and object are null. This finding suggest that children know VVPE, and hence that they have successfully acquired V-movement even though it does not change word order in an SOV language like Japanese. Moreover, children know that a phrase whose head has moved out of it can be elided in Japanese, whereas such headless XPs cannot be elided in English (Lasnik 1999).

Notes

Session C--Terrace Lounge

Does comprehension of gesture show a pattern similar to its production in verbal children with autism?

Nevena Dimitrova (Georgia State University)
Şeyda Özçalışkan (Georgia State University)
Lauren B. Adamson (Georgia State University)

The gesture comprehension abilities of typically-developing (TD) children and of children with autism spectrum disorder (ASD) were examined to determine whether the close coupling between comprehension and production of gesture in TD children also occurs in children with ASD. Given the well-documented deficits in gesture production in children with ASD, we expected that children with ASD would show deficits in their gesture comprehension abilities. We tested 30 verbal children with ASD (mean age=6;1 years) with comparable receptive language skills to 41 TD children (mean age=3;6) using a novel gesture comprehension task. Results revealed no effect of group but an effect of gesture type (better comprehension of deictic gestures) and an effect of communicative modality (lower comprehension for supplementary gesture+speech combinations). Overall, both groups showed similar levels and pattern of gesture comprehension, suggesting that—like TD children—production and comprehension go hand-in-hand in verbal children with ASD.

Session A--Metcalf Small

Acquiring morphological paradigms in early infancy

Julie Raymond (Université de Montréal)
Rushen Shi (Université du Québec à Montréal)
Elsa Santos (Université du Québec à Montréal)

Preverbal infants can learn morphological paradigms based on stem-affix distribution (Marquis & Shi, Cognition, 2012). Here we asked whether this form-based learning guides infants' subsequent expectation about meaning relatedness. Participants were French-learning 17-month-olds. The morphological group was pre-exposed to many pseudo-words containing different stems with a pseudo-suffix /-u/. During the Word-Learning phase, a new pseudo-word, /tridu/, was presented with a novel object. Another novel object was presented without a label. Test trials presented the objects with /trid/ versus /tri/. The control group only did the Word-Learning and Test phases.

Results show that the morphological group recognized the /tridu/-trained object upon hearing /trid/ but not /tri/. Neither /trid/ nor /tri/ was perceived as referring to the /tridu/-object by the control group. Thus, the morphological group learned the pseudo-suffix from the distributional cues in the pre-exposure input. Crucially, they expected the inflected and bare-stem forms to share the same core meaning.

Session B--Conference Auditorium

The Bottleneck Hypothesis in L2 acquisition: Norwegian L1 speakers' knowledge of syntax and morphology in English L2

Isabel Nadine Jensen (UiT The Arctic University of Norway)
Roumyana Slabakova (The University of Southampton)
Marit Westergaard (UiT The Arctic University of Norway & NTNU Norwegian University of Science and Technology)

The Bottleneck Hypothesis (Slabakova 2008; 2013) argues that functional morphology is the most challenging part in L2 acquisition. In this experiment, we test this hypothesis in English L2 by Norwegian L1 speakers. The hypothesis predicts that Norwegian learners should make fewer errors with syntactic operations than with functional morphology, and that knowledge of syntax would improve faster than knowledge of functional morphology, as learners become more advanced. Our acceptability judgement test indicates that the participants had more problems with subject-verb agreement than with V2 word order, as they accepted both grammatical and ungrammatical agreement. In contrast, they rejected ungrammatical and accepted grammatical word order. There was also a stronger correlation between word order and proficiency than between agreement and proficiency, which suggests that learners develop more in their knowledge of English word order than of agreement. We conclude that our findings lend support to the Bottleneck Hypothesis.

Session C--Terrace Lounge

Universal and language-specific aspects in spatial language development: Revisiting the topological-projective asymmetry

Megan Johanson
Myrto Grigoroglou (University of Delaware)
Anna Papafragou (University of Delaware)

Across languages, locatives encoding simple topological notions (e.g., in, on, under) are acquired earlier than locatives expressing more complex projective notions (e.g., in front of, behind). However, it is unclear if this asymmetry, first documented for places (static configurations), persists in paths (dynamic/motion configurations). Here we revisit the topological-projective asymmetry in the domain of paths and explore its (potentially) universal and language-specific aspects. Four- and five-year-old children and adults from two typologically distinct languages, English and Greek, described motion events. English expresses motion paths in prepositions but Greek also uses verbs. Overall, we found strong support for the Topological-Projective asymmetry in paths, although English and Greek speakers differed in encoding Projective relations. Crucially, these differences disappeared when language-specific encoding patterns (specifically, the tendency to encode path information in verbs vs. prepositions) were taken into account. These results contribute to the cross-linguistic study of the use and acquisition of spatial language.

Notes

KEYNOTE ADDRESS

“Cascading consequences of syntactic reorganization: Ellipsis in heritage languages”

Maria Polinsky
University of Maryland

Notes

Notes

POSTER SESSION I

Bilingual Arabic-German and Turkish-German Children with and without Specific Language Impairment: Comparing Performance in Sentence and Nonword Repetition Tasks

Lina Abed Ibrahim (University of Oldenburg)
Cornelia Hamann (University of Oldenburg)

Linguistically complex constructions are reported to be particularly difficult for children with specific language impairment (SLI) (Tuller et al. 2012; Gallon et al. 2007). This study compared the performance of typically developing (TD) as well as language impaired monolingual and bilingual children (Arabic-German & Turkish-German) aged 5;6-8;9 on the German sentence repetition (SRT) and non-word repetition (NWR) tasks, tapping morpho-syntactic and phonological complexity respectively. SLI children performed significantly lower than TD children on both tasks, whereas Mo-TDs patterned like Bi-TDs and Mo-SLIs patterned like Bi-SLIs. Syntactic and phonological complexity played a role in the performance of SLI children on both tasks. SRT: SVO-monoclausals and coordinated clauses were better than Object Wh-questions and finite complement clauses, respectively. NWR: SLI children were outperformed by their TD peers on complex syllable structures. These findings corroborate that complex syntactic and phonological structures are vulnerable in children with SLI.

POSTER SESSION I

Non-native characteristics in the ultimate grammars of highly proficient child L2 starters of English

Kholoud Al-Thubaiti (Umm Al-Qura University)

This paper reports on an empirical study that examines whether highly-proficient young L2 starters (1-13 years) would ultimately pass as target-like when scrutinized on subtle linguistic detail. In a bi-modal timed acceptability judgment task, three properties were tested: (a) the impermissibility of resumption in English complex wh-interrogatives (e.g. Who do you think Mary met (*him)?) and null-operator constructions (e.g. The paint on the shirt is hard to remove (*it)), (b) verb phrase ellipsis (e.g. John will be here, and Mary will too vs. *John is happy, and Mary will soon) and (c) adverb placement (e.g. Mary revised (*quickly) the lesson). Results from error rates on ungrammatical conditions show resumption being the most problematic, whereas adverb placement and verb phrase ellipsis the least problematic, respectively. The main finding is that divergence from target-like grammars is inevitable even among young L2 starters regardless of their apparent high proficiency level.

POSTER SESSION I

Discrimination of vowel-harmonic vs vowel-disharmonic words by monolingual Turkish infants in the first year of life

Altan Asli (Okan International University)
Annette Hohenberger (Middle East Technical University)
Kaya Utku (Middle East Technical University)

Previous longitudinal research has revealed a familiarity-to-novelty shift in monolingual Turkish infants' preference to listen to vowel-harmonic vs vowel-disharmonic words: 6-month-olds prefer listening to harmonic but 10-month-olds to disharmonic words (Altan, Kaya, & Hohenberger, 2016).

In this longitudinal discrimination study, overall, 83 participants were tested at 6 and 10 months. The experiment had two phases: habituation and test. Infants were first habituated to one of the stimulus words, which were complex stem-suffix sequences, e.g. “eğim-di” (rounding; harmonic). In the subsequent test phase, infants listened to 4 trials, two novel (“eğim-dü”, disharmonic) and two old (“eğim-di”, harmonic) alternately. Independent variables were age (6, 10 months); trial (1,2); direction of habituation (straight/harmonic, reverse/disharmonic); harmony type (backness, rounding); test type (novel, old).

Results revealed that overall infants could discriminate harmonic from disharmonic words, for backness and rounding harmony. 10-month-olds showed general discrimination abilities, however, 6-month-olds discriminated only when being habituated with disharmonic words.

Notes

POSTER SESSION I

Morphological Development and the Acquisition of Quantifiers in Child L2 Spanish

Jennifer Austin (Rutgers University)
Kristen Syrett (Rutgers University)
Liliana Sanchez (Rutgers University)
Anne Lingwall (Rutgers University)
Silvia Perez-Cortes (Rutgers University)

We examined the acquisition of *unos*, *algunos*, ‘some’ and *todos* ‘all’ by L1 English children age 5;5–9;0 learning Spanish as an L2 in a dual-language school. While child heritage speakers of Spanish acquiring English differentiate *unos/algunos* from *todos*, they do not follow monolinguals in calculating the ‘some, but not all’ scalar implicature associated with *algunos* and *unos* (Syrett et al, 2016). However, advanced adult L2 learners of Spanish do (Miller et al, 2015). The L2 children in this study reliably distinguished *unos* and *algunos* from *todos*, patterning more like adult L2 learners than heritage bilingual children. However, they still exhibited variable performance with *unos*, apparently connected with their inability to distinguish between *un/una* ‘one’ and *unos/unas* ‘some’. This suggests that their still-developing awareness of number morphology in Spanish might slow the acquisition of *unos*, even though they distinguish between existential and universal quantifiers in their developing Spanish lexicon.

POSTER SESSION I

Ultimate Attainment in Second Language Acquisition: The Dutch quantitative pronoun ER

Sanne Berends (University of Amsterdam)
Aafke Hulk (University of Amsterdam)
Petra Sleeman (University of Amsterdam)
Jeannette Schaeffer (University of Amsterdam)

This study reports experimental data on the acquisition of the Dutch quantitative pronoun ER (L2) by French-speaking adults (L1). Quantitative pronouns in Dutch (ER) and French (EN) are syntactically obligatory in sentences with indefinite complex empty noun phrases that have been modified by a quantifier. In this type of sentences omission (1) of these pronouns is not allowed in either language, the position (2) of the pronoun differs between the languages: in Dutch it occupies a position in the VP, whereas in French it cliticizes to the finite verb. Lastly, only the French pronoun can co-occur with an empty noun accompanied by an adjective (3). We conducted a Grammaticality Judgement Task to find out that even at advanced stages of L2 acquisition native-like attainment of (morpho)syntax is not (always) reached and results can only partly be explained by cross-linguistic influence. We hypothesize that L3 English might also play a role.

Notes

POSTER SESSION I

Links between talking, walking, and pointing: analysis of parental report & observation

Elika Bergelson (University of Rochester/Duke University)
Tessa Eagle (University of Rochester)

In this work we ask (1) whether there are differences in vocabulary size as a function of motor status (crawling/walking) or pointing status (point/no-point), and (2) whether parental report aligns with home- and lab-observed data for word-production, walk-onset, and point-onset. Using a longitudinal parental-report and observation-based dataset, we find that earlier pointers had larger vocabularies, for both observed and reported measures of pointing and vocabulary. In contrast with previous work, we found no vocabulary advantage for walkers over crawlers for observed (production only) or reported (production and comprehension) vocabulary, at any month. We found high reliability between parental report and observational measures of walking, pointing, and vocabulary. While all typically-developing infants learn to walk, talk, and gesture, here we show that these abilities need not pattern together. Locomotor development seems to proceed independently, while socially-implicated gesture and lexical growth appear already tightly linked within the first year of life.

POSTER SESSION I

Personal pronouns and verb person conjugation: The use of person reference and mental state language is related in 30-month-olds, above and beyond general language

Veronika Bláhová (Institute of Psychology CAS)
Filip Smolík (Institute of Psychology CAS)

The early use of personal pronouns has often been considered as a sign of the emerging social understanding in children. Also the use of mental state language (MSL) marks children's understanding of the social world. The present study tested if the use of pronouns and MSL in early language productions is related, after accounting for the general level of language development. In addition to pronouns, verb inflections for first and second person were examined as alternative person-referring devices. The analyses used language transcripts from 58 children aged 30 months, and a lexical and grammatical comprehension task. The results show that the use of person reference, both by pronouns or verb inflections, is uniquely related to the use of mental state language as well as general language development. This implies that early use of first- and second-person reference depends both on the development of social understanding and general language development.

POSTER SESSION I

Statistical learning of multiple structures by 8-month-old infants

Federica Bulgarelli (Penn State University)
Viridiana Benitez (University of Wisconsin-Madison)
Jenny Saffran (University of Wisconsin-Madison)
Krista Byers-Heinlein (Concordia University)
Daniel Weiss (Penn State University)

Infants can segment speech by tracking statistical regularities in adjacent syllables. Bilingual infants face the challenging task of tracking the statistical structure of two languages. This may be particularly difficult when phonetic inventories overlap or when there are no explicit cues to when each language is being spoken. We presented 8-month-old infants with two overlapping artificial languages in a speech segmentation task and tested if they could track each separately. After establishing that infants could segment each language in isolation (Experiment 1), infants heard two artificial languages in succession, and were tested on the first language (Experiment 2) or the second language (Experiment 3). Despite infants having segmented each language in isolation (Experiment 1), they did not exhibit segmentation in Experiments 2 or 3. Infants of this age may not easily represent multiple statistical structures separately, possibly due to overlap between languages or difficulties with retention.

POSTER SESSION I

The Same Factors Influence Subject Use in Children and Adults

Zhuo Chen (The Graduate Center, The City University of New York)
Virginia Valian (Hunter College, The City University of New York)
Martin Chodrow (Hunter College, The City University of New York)

To test the hypothesis that children's grammars are like adults' with respect to subjects, we analyzed natural child-parent conversations – a total of 59,000 child and 151,000 adult utterances – via CLAN programs and custom-made scripts. Twelve pairs of two-year-olds and their parents (Manchester corpus) contributed 34 files each over the course of a year. We predicted that both groups would include subjects more often when overt tense was present and that both would be subject to extra-syntactic factors, seen by longer VPs in utterances lacking subjects. Mixed effects models confirmed both predictions. In addition, children's first use of expletives was not followed by a spurt in subject use. The identical pattern on the part of children and adults suggests that children's initial grammars are adult-like with respect to subjects, even though children's production of subjects is lower. We attribute children's underuse of subjects to limited cognitive resources.

Notes

POSTER SESSION I

Intervention Effects in Korean: Experimental L1 Evidence

Jiyoung Choi (University of Nantes)
Hamida Demirdache (University of Nantes)

This paper presents a novel experimental study of intervention effects for wh-in-situ argument questions, triggered by the NPI *amwuto* ‘anyone’ in Korean. In this wh-in-situ language, when an NPI appears in subject position, the object wh-phrase must obligatorily be scrambled over the NPI. A negative question involving an NPI (NNQ) where the wh-phrase remains in-situ is unacceptable on a wh-interrogative reading since the NPI induces an intervention effect, but acceptable only on a yes/no-question reading. An interpretation verification task was conducted with 25 monolingual children aged from 5 to 7 to examine whether they have the adult pattern of distribution of intervention effects. The results revealed that children from age 5 know the subject NPI triggers intervention effects for the object wh-phrase in-situ. However, we found that unacceptability of the NNQ on a wh-question reading was not as strong as one might expect.

POSTER SESSION I

Pronouns facilitate comprehension of double object, but not prepositional, datives

Erin Conwell (North Dakota State University)

Three-year-old children produce both English dative forms in spontaneous speech and their experience with the two dative structures strongly favors the DO form. However, children show poor performance with DO datives in lab tasks. This may be due to low lexical variation in DO datives in their experience and high variation in lab studies. This study used a novel verb comprehension paradigm in which three-year-old children heard either DO or PP datives with either full noun phrases or pronouns as the first post-verbal arguments. Although there was no main effect of dative structure, the data show a significant main effect of argument type and a significant interaction of structure and argument type. Pronouns in first post-verbal position improve comprehension of DO datives, but not PP datives. These results are interpreted in light of children’s experience with these forms.

Notes

POSTER SESSION I

The Bilingual Profile Index: a new, gradient measure of language experience

Cecile De Cat (University of Leeds)
Ludovica Serratrice (University of Reading)

The language proficiency of bilingual children varies considerably. Much recent research has sought to understand what predicts this variability. However, little consensus exists as to the optimal measure to quantify language experience in each of a bilingual’s languages. Also, when seeking to identify thresholds of bilingualism (e.g. to distinguish functionally monolingual children from ‘true’ bilinguals or measure language dominance), researchers generally rely on arbitrary cut-off points. We propose a gradient measure of bilingual experience encompassing cumulative input and output, and exploit modelling techniques to objectively identify thresholds of bilingual experience below which the performance of bilingual children does not differ significantly from that of monolinguals in various aspects of proficiency in the language of schooling. Our data come from a heterogeneous population of 5- to 7-year olds with different age of bilingualism onset, varying amounts of input and output, different language combinations, and different socio-economic backgrounds.

POSTER SESSION I

ERP Correlates of Cyclic Computations: Anaphora in Native and L2 French

Laurent Dekydtspotter (Indiana University)

Charlene Gilbert (Indiana University)

Kate Miller (Indiana University-Purdue University Indianapolis)

Mike Iverson (Indiana University)

Tania Leal (Indiana University)

Isaiah Innis (Indiana University)

We investigate ERP correlates of cyclic movement during anaphora resolution involving pronouns in noun-complements vs. NP-modifiers. Generative theory claims displaced constituents move cyclically through intermediate sites at clause edges (i.e. complementizer/CP). This yields a difference between syntactic and purely discursive processes in anaphora resolution under reconstruction: pronouns in a noun-complement structure are represented in each derivational cycle, allowing syntactic binding at intermediate sites; co-reference relations involving pronouns in modifier structures are established only discursively. If the relevant syntactic details cannot be computed in real time as per the Shallow Structure Hypothesis (Clahsen & Felser, 2006), L2 processing will involve a single (discourse co-reference) mechanism. ERPs were examined for evidence of physiological activity consistent with a new cycle of computations. L2 learners of French and 14 NSs exhibited structure-dependent patterns, distinguishing anaphora processes as the information (re) represented at the complementizer was accessed, suggesting that cyclic movement underlies L2 processing.

POSTER SESSION I

Qualitative versus quantitative measurement of speech in autism: Beyond the Good and the Beautiful

Inge-Marie Eigsti (University of Connecticut)

Jessica D. Mayo (Yale Child Study Center)

Elizabeth Simmons (University of Connecticut)

James S. Magnuson (University of Connecticut)

Clinicians and teachers report that they can diagnose autism spectrum disorder (ASD) from brief speech samples. Atypical prosodic and voice qualities are persistent and have significant consequences for social and occupational functioning. Despite the impression that speech differences in ASD are nearly universal, many studies report differences in only a subset of participants. The current study pits qualitative impressions from naïve raters against quantitative acoustic measures. Adolescents with ASD and typical development (TD; 15 per group) with age-appropriate structural language abilities produced a series of spoken sentences. Although acoustic analyses largely failed to distinguish between groups, both undergraduate and expert clinician raters naïve to study hypothesis were highly accurate in sorting the groups on the basis of brief utterances, consistent with the intuition that ASD is associated with salient vocal differences. Machine learning classification analyses will indicate whether acoustic cues assort into more complex factors as a function of diagnosis.

POSTER SESSION I

Cross-linguistic influence in incremental parsing of temporary syntactic ambiguities in L2 English

Neiloufar Family (University of Kaiserslautern)

Elizabeth Dovenberg (Northeastern University)

Kalliopi Katsika (University of Kaiserslautern)

Mariia Naumovets (University of Kaiserslautern)

Leigh Fernandez (University of Kaiserslautern)

Maialen Iraola Azpiroz (University of Kaiserslautern & University of the Basque Country)

Shanley Allen (University of Kaiserslautern)

L1 speakers attend to verb-bias, ambiguity, and plausibility in incremental processing of temporary syntactic ambiguities (e.g. The talented photographer accepted the money could not be spent yet, where the money may be initially parsed as direct object (DO). Do L2 speakers use the same cues in the same way as L1 speakers? To determine whether cross-linguistic differences underlie previously found parsing differences, we tested 38 L1 German speakers via eye-tracking, using materials identical to those used in Garnsey et al. (1997). Analysis of regressions and reading times suggest that German L1ers use verb bias like English native speakers, perhaps due to the syntactic similarity between German and English. They also show experimental evidence of cross-linguistic influence in L2 incremental parsing.

Notes

POSTER SESSION I

Early knowledge of relative clause islands and island repair

Mike Fetters (University of Maryland)
Jeffrey Lidz (University of Maryland)

Island constraints have been a central focus of formal linguistics, as these constraints represent restrictions on otherwise unbounded dependencies, and have played a central role in arguments from the Poverty of the Stimulus. Early work on the acquisition of relative clause islands was consistent with preschool-aged children being sensitive to relative clause islands. However, the observed effects may have been due to design features of the materials, and not indicative of grammatical knowledge. This study controls for these factors by introducing experimental context that make salience both grammatical and ungrammatical resolutions of the test question. Additionally, a condition with sluiced test questions is added, which are syntactically and semantically analogous but are reported not to exhibit island effects. Children exhibited a significantly greater proportion of Embedded responses in the Sluicing condition than the Island condition, thus demonstrating that children display island sensitivity in standard wh-questions, but not in corresponding sluiced questions.

POSTER SESSION I

Do young children predict the forms of words?

Chiara Gambi (University of Edinburgh)
Fiona Gorrie (University of Edinburgh)
Martin Pickering (University of Edinburgh)
Hugh Rabagliati (University of Edinburgh)

Children acquiring language must learn to represent their input in terms of a hierarchy of representations, including semantics, syntax, and form (e.g., phonology). Several accounts propose that prediction, and prediction error minimization, are key to learning about these representations. But while we know that young children predict meaning and syntax, we do not know whether they can also generate detailed expectations about the forms of words. Two-to-five-year-olds (and adults) listened to sentences such as “Look! Can you see a...car/an...airplane?”, while looking at pictures of a car and an airplane. Children’s eye movements indicated that, by age three, they could use the article to predict the upcoming noun, which is only possible if they predict form. However, comparison with a meaning-prediction condition (“Can you see one...car/two...airplanes?”) suggests that children’s form predictions are less robust than their semantic predictions, with potential implications for learning.

Notes

POSTER SESSION I

A reduced sensitivity to tones in young tone learners

Liquan Gao (Beijing Language and Culture University)
Weiyi Ma (Macquarie University)
Peng Zhou (Macquarie University)

Research on English processing revealed a functional primacy of segments relative to tones in distinguishing word identity. This primacy has also been observed in Mandarin-learning 3-year-olds’ learning of new words (Ma et al., 2015). Do Mandarin-learning 3-year-olds have the same pattern of phonological sensitivity to vowels and tones when familiar words are used? Using familiar words, Experiment 1 showed that vowel variation hindered word recognition efficiency and accuracy, while tone variation only hindered word recognition efficiency, verifying that segments constrain word processing more readily than tones even in a tone language. In Experiment 2, target words were either correct or mispronounced with another Mandarin tone or a made-up tone. The two types of tone mispronunciation hindered word recognition efficiency similarly. However, neither of them affected word recognition accuracy. The findings support the cross-linguistic applicability of the reduced tone sensitivity in word processing observed in English-learning and English-Mandarin bilinguals.

POSTER SESSION I

L2 Acquisition of High Vowel Deletion in Québec French

Guilherme Duarte Garcia (McGill University)
Heather Goad (McGill University)
Natalia Brambatti Guzzo (McGill University)

In French, the only position of obligatory ‘stress’ is the right-edge of the phrase, leading to analyses of French stress as intonational prominence and French as foot-less. In earlier work, we argued that high vowel deletion (HVD) motivates iterative iambic footing in Québec French (QF), even though word-level stress is absent. We showed that HVD in even-numbered syllables (from the right-edge) is preferred over HVD in odd-numbered syllables, because the targeted vowels in the former are in foot-dependent position. Here, we examine the L2 acquisition of HVD and the prosodic constraints governing it. Ten English-speaking L2ers (intermediate proficiency) and ten controls rated how natural words with 0-2 [i] vowels deleted sounded. Results were modelled with a multilevel ordinal regression. Against our hypothesis, the L2ers’ performance mirrored the controls and thereby shows that L2ers can acquire subtle aspects of the phonology of a second language, even at intermediate levels of proficiency.

POSTER SESSION I

The neural correlates of processing scale-invariant environmental sounds in infancy

Judit Gervain (Université Paris Descartes, CNRS)
Janet Werker (University of British Columbia)
Alexis Black (University of British Columbia)
Maria Geffen (University of Pennsylvania)

How do infants decode the complexity of their auditory world? The efficient coding hypothesis suggests that sensory systems have evolved to optimally encode natural signals at the neuronal level using representations that match the input statistics. Early sensitivity to statistical structure may underlie the special status of certain sounds (e.g. speech) to the infant ear. One statistical regularity in natural sounds is spectro-temporal scale-invariance, i.e. the constancy of natural sounds at multiple spectro-temporal scales. In previous work, we constructed a mathematical model that generates water sounds that do/do not contain scale-invariance. Adults perceive the scale-invariant, but not the variable scale sounds as natural. In one behavioral study with 5-month-olds and one NIRS study with newborns, we show that scale-invariant sounds are already processed differently from variable scale ones early in development, as only scale-invariant sounds form a perceptual category. This may underly the specialized processing for speech seen from birth.

POSTER SESSION I

Expressions of complex causal relations in speech and gesture

Tilbe Goksun (Koç University)
Nathan George (Adelphi University)
Hazal Kartalkanat (Koç University)
Berna Uzundag (Koç University)
Eylul Turan (Koç University)

Force Dynamics (FD) refers to interactions of forces within an event. Semantic categories of FD are categorized as Cause, Enable, Prevent, and Despite. This study investigates the use of FD in children’s language production. We examine children’s use of causal language and spontaneous gestures in describing events containing FD relations. Forty 4-5-year-old Turkish-speaking children and 20 adults were presented movies depicting four FD relations. Participants described each movie after one viewing. The use of causal verbs, category information, and children’s dynamic gestures were coded. Children produced fewer causal verbs than adults. Both groups expressed a simple Cause relation the best. Adults correctly described Help, Despite, Prevent relations better than children. Only for children, causal verb production positively correlated to their use of dynamic gestures. Children talk about causal relations and dynamic gesture use supports causal language. The late development of linguistic expressions parallels findings in children’s reasoning about multiple forces.

Notes

POSTER SESSION I

Young children’s learning of gestural and verbal labels for novel objects: The role of meaningfulness

Rachel Gordon (Boston University)
Melissa Kibbe (Boston University)

Previous work has suggested that gestures may boost learning of novel object labels. However, gestures typically relate to characteristics of the object, making it unclear whether meaningfulness, gesture, or both boosts learning. To address this, we taught participants (ages 4.0-7.1 years) novel labels for four novel objects. Labels were either gestural or verbal, and either iconic (relating to the characteristics of object) or meaningless (four conditions, between-subjects design). After a brief intervening task, children were asked to point to the object corresponding to a label. Children performed better overall when labels were iconic versus meaningless, suggesting that meaningfulness helps children remember labels. Further, children also performed better when labels were gestural as opposed to verbal, with best performance when gestures were iconic. These results suggest that both meaningfulness and gesture separately facilitate learning of novel labels, but that gesture and meaningfulness combined produce the best learning outcomes.

POSTER SESSION I

L2 Listeners Show Anticipatory Looks to Upcoming Discourse Referents

Theres Grüter (University of Hawai‘i - Mānoa)
Aya Takeda (University of Hawai‘i - Mānoa)
Hannah Rohde (University of Edinburgh)
Amy J. Schafer (University of Hawai‘i)

This study explores whether L2 listeners create expectations about who will be mentioned next in short discourses. 35 adult L2 learners of English listened to sentences describing transfer-of-possession events (Donald-SOURCE brought Melissa-GOAL a fancy drink-THEME) while viewing a visual scene depicting Source, Goal and Theme. These sentences were followed by 2500ms of silence, followed by a second sentence beginning with a pronoun that disambiguated reference to the Source or Goal (counterbalanced; He/She...). The design crossed pronoun referent (Source-/Goal-referring pronoun) with grammatical aspect (perfective/imperfective), a factor known to affect native speakers’ coreference biases. Critically, we observe a significant preference for looks to the Goal (vs Source) prior to the disambiguating pronoun, compatible with biases due to either recency or verb semantics. The effect was not modulated by aspect or proficiency. These findings suggest L2ers can generate proactive discourse expectations, but may not be able to dynamically update biases using multiple cues.

Notes

POSTER SESSION I

A critical period for second language acquisition: Evidence from 669,498 English speakers

Joshua Hartshorne (Boston College)
Joshua Tenenbaum (Massachusetts Institute of Technology)
Steven Pinker (Harvard University)

POSTER SESSION I

Dyslexic Children and Reading Persian Orthography

Elahe Kamari (Allameh Tabataba'i University)
Shahla Raghbdoust (Allameh Tabataba'i University)

In this research the word reading abilities of a group of 15 dyslexic Persian-speaking children with the mean age 9.6 (SD=1.5) were compared with a group of 15 normal Persian-speaking children with the mean age of 9.6 (SD=1.4). To this aim, in a word reading test the performance of the two groups was examined according to the effect of the word transparency variable. Each participant was required to read a list of 32 one-syllable words and nonwords. The reaction times and error rates of reading transparent and opaque words and nonwords were recorded. Overall, the finding showed that dyslexic children encountered more problems in reading both transparent and opaque words than did normal children. The finding also showed that reading the opaque words was harder than reading the transparent words for both groups. The results of this research show that specific characteristics of writing systems affect the word processing ability of individuals in the reading task.

POSTER SESSION I

Recursion in Nicaraguan Sign Language

Annemarie Kocab (Harvard University)
Ann Senghas (Barnard College)
Jesse Snedeker (Harvard University)

POSTER SESSION I

Information Structure in child English: Contrastive topicalization and the dative alternation

Renato Lacerda (University of Connecticut)

This elicited production experiment assessed children's (M=4;09, N=10) knowledge of contrastive topicalization and discourse givenness in English. Children were adult-like in being sensitive to Discourse Givenness when choosing between the prepositional dative and the double object constructions. This experiment furthers the results of Stephen (2015), where that sensitivity was suggested, but not uncontroversial given the role of pronominalization in that experiment. The current experiment categorically avoided pronominalization by using contrastive scenarios (which demonstrates children's knowledge of contrast). Children's use of contrastive topicalization strategies was also significantly affected by Contrast Status (that is, whether contrast was optional or enforced in a given story) and by the use of a Ditransitive Prompt (that is, whether the child's interlocutor made use of the expected construction). This study provides new evidence for pre-schoolers' (early) pragmatic competence, especially active knowledge of contrastive topicalization, demonstrated in their adult-like, discourse-sensitive use of the dative alternation.

Notes

POSTER SESSION I

AI & IA: The Effect of Animacy in the Production of Cantonese Relative Clauses

Elaine Lau (University of Hawai‘i - Mānoa)

Research has shown that the well observed subject-object asymmetry could be affected by the animacy configuration of the relative clause (RC). The robust subject preference will disappear when the RC has the preferred animacy configuration - with an animate subject and an inanimate object (AI) due to the alignment of semantic expectations for transitive predicates. This study demonstrates that animacy not only facilitates production in the favourable animate subject – inanimate object (AI) condition, but also has a detrimental influence on production when the animacy configuration is in contradiction with the semantic expectations of the language processor, i.e. in the reversed inanimate subject – animate object (IA) condition. Strategies were applied by both adults and children to restore the preferred AI animacy configuration, ensuring the animate entity to be the subject of the RC.

POSTER SESSION I

Counting on a count list: what Yudja tells us about number word acquisition

Suzi Lima (University of Toronto)
Peggy Li (Harvard University)
Jesse Snedeker (Harvard University)

According to Carey (2009), learning the count routine is central to the development of natural number concepts. Others assume human combinatorial capacity sufficiently provides children the means to learn higher number words via compositionality of known numbers. The present study investigates Yudja children’s number acquisition with give-a-number and point-to-X. Our findings support Carey’s position. Yudja pre-school children are exposed to number words, but not counting. Once in school, children are concurrently taught counting in Yudja and Brazilian Portuguese (BP). Most pre-school children are 1-knowers in BP, but can learn up to “five” in Yudja (give five as requested) and not beyond, despite Yudja numerals’ morphological transparency (e.g., six is morphologically ‘one-beyond-five’). School-age children catch-up and are CP-knowers in BP, the language with an easier to recite list, before being CP-knowers in Yudja.

Notes

POSTER SESSION I

The production of Clitic Left dislocations by Italian-speaking children and the role of intervention

Claudia Manetti (University of Siena)
Adriana Belletti (University of Geneva, University of Siena)

Previous research on the acquisition of topicalization and passivization in Italian showed that, after questions about one patient character, children preferred pronominalization (Subject-Clitic-Verb), while adults used passives (Volpato et al. 2015; a.o.). In a contrastive condition with two patients, children still used pronominalizations, but with overt left-dislocated objects (CLLDs) (Obj_{SING}-Subj_{SING}-Clitic-Verb: e.g. ‘The cat the dog him_{CL} washes; Belletti & Manetti 2016). This study further explored the acquisition of CLLDs and examined the role of number mismatch between the topicalized DPs in production (Obj_{SING}-Subj_{PLU}-Clitic-Verb: e.g. ‘The dog the cats him_{CL} wash’). Questions about one patient elicited pronominalizations (Subject-Cl-Verb); whereas questions about two patients elicited CLLDs (overt left-dislocated topics), confirming good mastering of left-peripheral topics from age 4. In the number mismatch condition the production of CLLDs increased, compared to the match condition tested in Belletti & Manetti (2016). We propose a grammar-based interpretation of these results in terms of intervention-locality (Friedmann et al. 2009).

POSTER SESSION I

Cross-linguistic influence in bilingual processing: An ERP study

Gita Martohardjono (The Graduate Center, City University of New York)

Ian Phillips (The Graduate Center, City University of New York)

Christen N. Madsen II (The Graduate Center, City University of New York)

Ricardo Otheguy (The Graduate Center, City University of New York)

Valerie L. Shafer (The Graduate Center, City University of New York)

Richard G. Schwartz (The Graduate Center, City University of New York)

We use event-related potentials (ERP) to measure processing of Spanish sentences in first- and second-generation Spanish-English bilinguals. Ungrammatical Complex NP sentences (which align with English constraints) elicited a P600 component while ungrammatical Comp-trace sentences (which are opposite in English) elicited an N400. We analyzed the influence of demographic and language use variables on component amplitude with a Mixed-Effects Model. For Complex NP sentences, P600 amplitude was not modulated by any variables. For Comp-trace sentences, English usage (but NOT generation) predicted N400 amplitude (less English=larger N400). The results suggest that cross-linguistic influence from the later-learned language is detectable at the neurophysiological level and processing strategies are dynamic and sensitive to ambient language factors. These findings depart from recent heritage language research in which the main findings from traditional tasks and analyses point to systematic differences between speaker groups, thereby suggesting a homogeneous “heritage Spanish” distinct from a “native Spanish”.

POSTER SESSION I

Exploring the lexical boost to syntactic priming in children and adults.

Katherine Messenger (University of Warwick)

Sophie Hardy (University of Warwick)

Syntactic priming effects provide strong evidence that children and adults recruit abstract syntactic representations during language processing. What is currently less clear is how such representations and lexical content interact: adults show an increase in syntactic priming (lexical boost) when the verb of the prime and target overlaps, but findings from children are mixed. Previous studies have differed in the syntactic structures tested and the priming task, thus discrepancies in findings may be related to either or both of these factors. We present two studies comparing syntactic priming and verb lexical boost effects for transitives and datives in children and adults within the same picture-description task. In an extension to previous studies we measured the effect of noun overlap. The presence or absence of lexical effects on sentence processing is important for theories of language acquisition and psycholinguistic mechanisms.

POSTER SESSION I

Anticipation in a second language: Examining lexical versus morphological cues in French future tense

Kate Miller (Indiana University-Purdue University Indianapolis)

Claire Renaud (Arizona State University)

Whereas native speakers (NSs) use various linguistic and nonlinguistic cues to predict upcoming information during processing, some research suggests that second-language (L2) learners may not be able to exploit this same information in the same way. We explored whether L2 learners of French could anticipate time reference from either lexical cues (e.g., adverbial expressions as in l’an prochain “next year”) or morphological cues (e.g., verbal inflections as in il voyagera “he will travel”) through a timed multiple-choice task. Participants read and completed sentences by choosing the best of three options: for verb selection, present tense, third-person singular future, or third-person plural future; for adverb selection, past, present, or future. Anticipation was measured by speed of answer selection in each condition. Our findings indicate that learners, like NSs, can anticipate in L2 sentence processing, but that this ability seems to be modulated by cue type.

Notes

POSTER SESSION I

Reasoning with alternatives in logical inference

*Allyson Myers (San Diego State University)
Dimitrios Skordos (University of California, San Diego)
David Barner (University of California, San Diego)*

Children often demonstrate non adult-like behavior when reasoning with logical connectives and quantifiers. We investigate an ‘access-to-alternatives’ hypothesis extended by the scalar implicature literature to show that an account of children’s behavior can be reached by considering not only access to linguistic alternatives, but also the problem of how children access alternative model-theoretic states of affairs when evaluating the truth or falsity of utterances. We look at class inclusion errors/quantifier spreading as a case study, where children typically reject true statements of the type ‘Every girl is riding an elephant’ if there are 3 girls riding elephants and a 4th elephant without a rider in the scene. We demonstrate that preschooler’s performance improves markedly when relevant alternative states of affairs are made accessible and conclude that the ‘access-to-alternatives’ hypothesis can be extended to logical inference, if we think of alternatives as model-theoretic alternative states of affairs.

Notes

POSTER SESSION I

The (Non)-Effects of Pragmatics on Children’s Passives

*Emma Nguyen (University of Connecticut)
William Snyder (University of Connecticut)*

Most studies find English-learning children are not reliably adult-like on long non-actional passives until at least age six. Yet O’Brien, Grolla & Lillo-Martin (2006, ‘OGL’) found adult-like comprehension in three-year-olds, even with non-actional verbs, if the preceding story provided multiple possibilities for the agent/experiencer role - i.e., if the by-phrase was actually informative.

We attempted to replicate OGL, and were unsuccessful. Children (N=20, 3;06-6;01, mean=4;06) were tested on long [+Act] and [-Act] passives, following stories with or without an alternative agent/experiencer. The materials were near-duplicates of OGL’s. Unsurprisingly, children were significantly better on [+Act] than [-Act] items (W= 79, p=.014), but story type had no effect (W= 23, p=.25). Furthermore, even with the alternative agent/experiencer, children’s performance on [-Act] items was no better than chance.

POSTER SESSION I

The perception of stop-approximant contrasts by L1 English-L2 Spanish speakers

Matthew Patience (University of Toronto)

Previous work has revealed that L1 English-L2 Spanish learners tend to produce the non-target stops /b, d, g/ in place of the approximantized stops ([β, δ, γ]). The objective here was to determine whether this error is partly due to difficulty perceiving the stop-approximant contrast. 29 advanced L1 English-L2 Spanish speakers performed two AXB tasks – one where stimuli were presented individually, and one where stimuli were presented in a carrier sentence. Stimuli consisted of VCV sequences for each stop-approximant contrast (e.g., /aba/ vs. /aβa/). Accuracy was near ceiling for task 1 (92%) but much lower in task 2 (79%). The lower accuracy levels in task 2 suggest that L2 speakers often perceived the L2 approximants and L1 stops as the same phone. However, large differences in the individual results also suggest that differences in working memory or the cues used to perceive the contrasts may also play a role.

POSTER SESSION I

The role of iconicity in child-directed speech

Lynn Perry (University of Miami)
Marcus Perlman (University of California, Merced)
Bodo Winter (University of Birmingham)
Gary Lupyan (University of Wisconsin-Madison)
Dominic Massaro (University of California, Santa Cruz)

Recent research demonstrates a link between acquisition and iconicity in natural languages. Early-learned words in English and Spanish tend to be higher in iconicity than later-learned words (even after controlling for related factors, e.g., concreteness). To better understand how iconicity is used in the speech children produce and hear, we conducted a corpus analysis of children's speech, child-directed speech, and adult-directed speech in English. We found that the higher a word was rated in iconicity, the more frequently it appeared in children's speech and adults' child-directed speech. On the other hand, the lower a word was rated in iconicity the more frequently it appears in adult-directed speech. Our findings demonstrate that parent-child conversations are characterized by iconicity. As children develop, however, they learn increasingly arbitrary mappings between word forms and referents, and begin to use this arbitrary speech more often. Together, our results suggest iconicity may bootstrap language acquisition.

POSTER SESSION I

Language experience and skill alters the dynamics of lexical prediction in sentence processing

Ryan Peters (Florida State University)
Theres Grüter (University of Hawai'i - Mānoa)
Arielle Borovsky (Florida State University)

Using a visual-world sentence processing task with a diverse population of proficient adult listeners who were exposed to another language before, or concurrently with, English in childhood, and thus vary substantially in skill/experience in English, we explore whether English skill modulates the predictive pre-activation of less-likely outcomes. Participants heard transitive sentences (The pirate chases the ship) while viewing four referents that varied in expectancy by their relation to the agent and action. In Experiment 1, spoken themes referred to the highly-expected item; in Experiment 2, themes were the less-expected Action-related or Unrelated item (The pirate chases the bone/cat). In Experiment 1, Lower-skill participants more strongly activated locally coherent (action-related) referents, while Higher-skill participants down-weighted less-likely alternatives. In Experiment 2, Higher-skill participants were more likely to consider plausible alternatives that could support processing, indicating that the Higher-skill participants more efficiently modulated their linguistic predictions according to the demands of the task.

POSTER SESSION I

Article distribution in child bimodal bilingual whispered speech

Vanessa Petroj (University of Connecticut)

I examined whispered utterances from 7 English/American Sign Language (ASL) bimodal bilingual children and investigated the distribution of English articles during a specific type of code-blending (CB) -- whispering while signing (Petroj et al. 2014). Assuming that ASL has no articles (Koulidbrova 2012), the use of English articles should be limited in whispering due to an assumed stronger structural influence from ASL resulting from the suppression of fully-voiced English utterances. However, data shows that articles can be present and can form a distributional tendency. I argue that, similarly to the monolingual acquisition, the distribution of articles during whispering depends on the phonological environment, adhering to the rules of English prosody while giving less priority to the syntactic rules of the English article system (Demuth 2007). Finally, I argue that due to the complexity of CB and the constant dual-language influence more than one fixed system is available during CB.

Notes

Notes section with horizontal lines for writing.

POSTER SESSION I

Variable experience improves infants' recognition of words spoken in an unfamiliar accent

Christine Potter (University of Wisconsin-Madison)
Jenny Saffran (UW-Madison)

Accented speech poses a challenge for listeners, particularly those with limited knowledge of their language. We explored the possibility that hearing variable speech might facilitate comprehension. 15- and 18-month-old infants were exposed to passages of multi-talker speech and subsequently tested on their recognition of familiar words spoken in an unfamiliar (British) accent. Passages were spoken in a familiar (American) accent, a single unfamiliar accent (British), or a variety of accents (Australian, Southern, Indian). While 15-month-olds successfully recognize familiar words spoken in a familiar accent, they never demonstrated understanding of the unfamiliar accent. 18-month-olds also failed to recognize words spoken in unfamiliar accent after exposure to the familiar or single unfamiliar accent. However, they succeeded after exposure to mixed accents, suggesting that as they get older, infants are better able to exploit the cues provided by variable speech, and increased variability across multiple dimensions can be advantageous for young listeners.

POSTER SESSION I

Language Activation in Child L2 Learners

Mayra Ramirez (The University of Texas at Austin)
Catharine Echols (The University of Texas at Austin)

Researchers have found that bilinguals produce cross-language cognates faster than non-cognates as a result of language co-activation. The current study explores the interplay between language activation and language proficiency in child L2 learners by testing for cognate facilitation within a language switch paradigm. If language co-activation alone is sufficient to result in a cognate facilitation effect, then child L2 learners should experience this effect both in L1 and L2. However, if language proficiency influences activation then child L2 learners, for whom the influence of L1 is stronger, should experience a facilitation effect only when producing words in L2. Preliminary analyses revealed that 6- to 8-year-old native English-speaking Spanish L2 learners experienced cognate facilitation when producing words in L2 but not in L1. These findings suggest that, like bilinguals, child L2 learners can experience language co-activation; however, the extent to which co-activation influences word retrieval is dependent upon language proficiency.

Notes

POSTER SESSION I

Event categories in the absence of linguistic input: a cross-cultural study of child homesign

Lilia Rissman (University of Chicago)
Laura Horton (University of Chicago)
Susan Goldin-Meadow (University of Chicago)

Verbs in different languages often categorize the semantic space of events in divergent ways (e.g. English 'put' in is acceptable for both tight-fit and loose-fit relations, while Korean 'kkita' encodes tight-fit relationships only; Choi & Bowerman, 1991). To what extent are children influenced by nonlinguistic event concepts as they learn these language-specific distinctions? We address this question with an analysis of descriptions of instrumental events (e.g. cutting bread with a knife) by child homesigners from four different cultures. Homesigners are congenitally deaf individuals who have not been taught a signed language. These individuals grow up without structured linguistic input, but still use a gestural system ("homesign") to communicate (Goldin-Meadow, 2003). We find that homesign descriptions of instrumental events reflect categories also present in adult English, suggesting nonlinguistic event concepts that likely bias children's verb learning.

POSTER SESSION I

French children's mastery of definiteness and maximality

Phaedra Royle (Université de Montréal)
Daniel Valois (Université de Montréal)
Lauren Fromont (Université de Montréal)
John E. Drury (SUNY Stony Brook)

Misuse of definite determiners in child language may be due either to difficulties with uniqueness/maximality presuppositions (Wexler, 2011) or with the pragmatics of domain restriction (Munn et al. 2006). For definite plurals, previous work is inconsistent, showing either that maximality is encoded early (between 3;0 and 5;5; Munn et al.), or later (after age 6; Caponigro et al. 2012). We replicated the former study with French-speaking children (N=52, 4;6-8;09) and adult controls (N=12). Participants were required to retrieve 1-3 items (out of three) when prompted by "Give me NP that is/are beside the farm" where the NP was either singular/plural definite (le/les cochon(s)), indefinite (un/des cochon(s)), or explicitly maximal (tous les cochons). Singular definites elicited superior performance compared to plural definites, contra Munn (who found the opposite) but consistent with Caponigro. Evidence for maximality was obtained for children older than 5 and adults, when definite/indefinite plurals could be reliably distinguished.

POSTER SESSION I

Conjunctive Disjunctions in Child Language: A New Account

Uli Sauerland (Zentrum für Allgemeine Sprachwissenschaft (ZAS))
Kazuko Yatsushiro (ZAS)

Children and adults differ in the interpretation of disjunction or: both groups interpret or logically (as the inclusive disjunction OR) in downward entailing contexts, but in upward entailing contexts, adults interpret or pragmatically as the exclusive disjunction XOR, whereas children around age 5 sometimes interpret or conjunctively as AND (Singh et al. 2015, Tieu et al. 2015). Singh et al. (2015) analyze the AND interpretation of or in terms of scalar implicature/exhaustivization. In this paper, we propose that or is ambiguous for children between at least a disjunctive and a conjunctive interpretation. Children apply the strongest meaning principle to resolve the ambiguity. Two accounts make different predictions when the implicature is obligatory: the implicature analysis predicts that whenever implicatures are obligatory, children should interpret or as AND, and the ambiguity analysis predicts that only the OR-interpretation is available. Our result from German 4-5-year-olds confirms the prediction of the ambiguity analysis.

POSTER SESSION I

Successful word learning across different speech registers

Melanie Steffi Schreiner (University of Göttingen)
Nivedita Mani (University of Göttingen)

Infants find it notoriously hard to segment and learn words from fluent adult-directed speech (Thiessen et al., 2005; Ma et al., 2011). However, in a recently conducted study, 18-month-old infants were able to learn words from infant- and adult-directed speech (IDS and ADS) but only when tested in IDS (Schreiner & Mani, in prep). To further examine infants' word learning from fluent IDS and ADS, we tested 24- and 36-month-old infants. The results of the current study suggest that infants at 24 months of age are already able to correctly identify previously learned word-object association in both, IDS and ADS, and regardless of the training register. Moreover, they recognize previously learned word-object association in a different register than the one they were trained in. These results underline the fact that infants at this age have become flexible in recognizing word-object associations despite changes in register.

Notes

Horizontal lines for taking notes.

POSTER SESSION I

Clitic-doubled Left Dislocation in L2 Spanish - Data from a Speeded Production Task

José Sequeros-Valle (University of Illinois at Chicago)
Bradly Hoot (DePaul University)
Jennifer Cabrelli Amaro (University of Illinois at Chicago)

This project examines whether L2 learners distinguish when it is discursively appropriate to use Spanish CLLD (a construction at the syntax-discourse interface) in a timed production task. Three possible outputs have been predicted in the literature: The Syntax-Before-Discourse Hypothesis (SBDH; Montrul & Rodríguez-Louro, 2006) proposes L2 learners can perform in a native-like manner at very advanced stages of acquisition. The Interface Hypothesis (IH; Sorace, 2011) predicts residual optionality due to L2 processing limitations. The Gradient Competence vs. Categorical Competence distinction (GCCC; Slabakova et al., 2011) suggests the categorical use of a sole construction regardless of its discursive appropriateness. Preliminary results show that non-native participants are sensitive to discourse in their use of CLLD (SBDH), while they overextend CLLD quasi-categorically beyond its discursive restrictions (GCCC). These results contrast with those found through untimed methodologies, which may be due to the L2 processing limitations captured in our study (IH).

POSTER SESSION I

Ultimate Attainment at the Syntax-Discourse Interface: the acquisition of object movement in Dutch.

Liz Smeets (McGill University)

This paper tests the Interface Hypothesis (Tsimpli and Sorace, 2006) through investigating the L2 acquisition of two different domains of object movement in Dutch, which exhibit syntax-discourse or syntax-semantics level properties. The Interface Hypothesis suggests that external interfaces, such as the syntax-discourse interface, are persistently problematic for L2ers while other domains, such as the syntax-semantics interface and narrow syntax, are not. This study compares 3 experiments, focusing on two motivations for object movement: discourse or semantic. The results show that L2’ers do not have difficulties with all discourse constraints on object movement and that interpretative effects of object movement are not acquired by all L2’ers. This outcome supports the view that interfaces should not be viewed holistically (White, 2011) and suggests that representational differences between these structures need to be taken into account.

Notes

POSTER SESSION I

The Role of Light Verbs in the Mastery of New Tense Forms: A Case Study of One Child with Language Delay

Nancy Soja (Northeastern University)
Matthew Goodwin (Northeastern University)
Letitia Naigles (University of Connecticut)

Light verbs (e.g., go and do), may be pivotal in children’s acquisition of verb syntax; they also support sentence production under higher-load conditions (Hickmann and colleagues, 2006, 2009, 2010). The social context of language, itself, may impose an additional burden for children with language delays (LD), thus we asked whether a child with LD (age: 2;10-3;1; MLU: 2.2-3.5) reverted to light verbs when producing various verb inflections during spontaneous speech. The corpus was recorded at home using the Speechome Recorder and included over 30 hours of family and therapy interactions. This child used mostly heavy verbs (e.g., stand and touch) with the present progressive; in contrast, light verbs were used more frequently with the simple past and gonna V. She also reverted to light verbs in a neologism that she used when being non-compliant. We argue that this pattern is consistent with Valian’s explanation of subject omission, describing the child “as someone who is forced into cognitive economy because of limited resources” (Valian et al., 2006, p. 256).

POSTER SESSION I

Structure & acquisition of Estonian semantic case

Brett Sutton (Georgetown University)

Estonian has a complicated but well-structured case system, which includes six locative cases and several other structural and semantic cases. This study analyzes data from three children in the CHILDES database and identifies and discusses differences in the acquisition of different cases on both lexical nouns and pronouns. A feature-based description of the locative cases is proposed, which is then used to analyze patterns of the acquisition order of these cases. Child-directed speech in the corpora is very similar across all child-parent pairs, while child acquisition orders vary within a prescribed window, suggesting a constrained acquisition path. Attested acquisition orders were compared to what would be expected if frequency, phonological complexity, or featural complexity were the main driver of case acquisition. Results indicate acquisition order corresponds to featural complexity rather than non-grammatical factors and suggest that locative case forms are represented as sub-morphemic features and not as atomic morphemes.

POSTER SESSION I

Differential Preferences in the Acquisition of Symmetrical Voice Language

*Nozomi Tanaka (University of Hawai‘i - Mānoa)
William O’Grady (University of Hawai‘i - Mānoa)
Kamil Deen (University of Hawai‘i - Mānoa)
Ivan Bondoc (University of Hawai‘i - Mānoa)
Jennifer Soriano*

We present data on the acquisition of relative clauses (RCs) in Tagalog, an understudied language with a symmetrical voice system, in which both voice patterns are transitive, and neither is derived from the other. The argument brought to prominence by the choice of voice (the agent in the agentive voice pattern and the patient in the patientive voice pattern) is the only argument that can undergo relativization. The results from four experiments—elicited production of declarative clauses, and comprehension, elicited imitation, and elicited production of RCs—show that children favor the relativization of an agent over a patient (i.e. they prefer RCs in the agentive voice) even though they prefer patientive voice in declarative clauses. This shows that differential preferences exist across structure types among children. This research furthers our understanding of languages with typologically unusual voice systems as well as the universality of the preference for relativizing external arguments.

POSTER SESSION I

Acquisition of recursive possessives and locatives within DPs in Japanese

*Akiko Terunuma (Daito Bunka University)
Terue Nakato (Kitasato University)
Miwa Isobe (Tokyo University of the Arts)
Motoki Nakajima (Nagano Prefectural College)
Reiko Okabe (Nihon University)
Shunichiro Inada (Meiji Pharmaceutical University)
Sakumi Inokuma (Jissen Women’s University)*

The aim of this study is to investigate the acquisition of recursive possessives and recursive locatives in Japanese. The following questions are addressed: (i) Is there a specific developmental path to adult-like understanding of recursive structures? (Is triple or more possessives/locatives acquired at the same time as double possessives/locatives? Or is there step-by-step development?) and (ii) Are there differences between recursive possessives and recursive locatives in their developmental path? We conducted an experiment on 14 mono-lingual Japanese-speaking children (4;3–5;11) and 8 adult native speakers of Japanese to investigate how they interpret sentences containing two to four possessive or locative phrases. The results show that children do not necessarily acquire triple or more possessives/locatives at the same time as double possessives/locatives, and that recursive locatives are acquired later than recursive possessives. We suggest that one possible reason for the delay of recursive locatives is semantic complexity of locative phrases.

Notes

POSTER SESSION I

Connecting the exhaustivity of clefts and the homogeneity of plural definites in acquisition

*Lyn Tieu (Ecole Normale Supérieure (LSCP))
 Manuel Križ (Ecole Normale Supérieure (LSCP))*

Cleft sentences like (1) ‘It’s the trucks that are blue’ are typically interpreted exhaustively, i.e. the only things that are blue are the trucks. A recent homogeneity-based account posits that the cleft sentence (1) corresponds to a copular statement containing a number-neutral definite description (2) ‘The blue things are the trucks’, and is exhaustive insofar as the definite description in (2) refers to the maximal plurality of blue things (Križ 2016). Exhaustivity violations are effectively reduced to homogeneity violations. We tested 16 French-speaking 3-year-olds and 22 adults on their interpretation of cleft sentences and plural definite descriptions, and found that children were less exhaustive than adults, and moreover were equally happy to accept non-exhaustive clefts and non-maximal definites. The results are consistent with the homogeneity account, and less so with implicature-based accounts that posit the exhaustivity of the cleft is an implicature that requires no recourse to alternatives (Geurts 2010).

POSTER SESSION I

How Turkish-speaking children interpret pre-verbal *sadece* ‘only’: the role of prosody and pragmatics

*Simge Topaloğlu (Boğaziçi University)
 Mine Nakipoğlu (Boğaziçi University)*

The Turkish focus particle *sadece* (‘only’) can precede or follow the element in its scope and disambiguation relies on prosodic cues, e.g. the verb is in focus in (1a) & (2a), but object-focus/subject-focus is obtained when the object-NP/subject-NP is stressed and forms a prosodic phrase with *sadece* (‘only’) (1b) & (2b), respectively.

- | | |
|---|--|
| (1) a. Kedi papatya-yı F[sadece KOKLA-MİŞ].
Cat daisy-ACC only smell-PAST.3sg
‘The cat F[only smelled] the daisy.’
b. Kedi F[PAPATYA-YI sadece] kokla-mış.
‘The cat smelled F[only the daisy].’ | (2) a. Kedi F[sadece KOŞ-MUŞ].
Cat only run-PAST-3sg.
‘The cat F[only ran].’
b. F[KEDİ sadece] koş-muş.
‘F[Only the cat] ran.’ |
|---|--|

We tested 31 Turkish-speaking preschoolers (mean: 5;07) and found that while children interpret verb-focus correctly in sentences that contain an intransitive-verb (2a) (verb-focus readings: 94%), they were not as successful in sentences with transitive-verbs (1a), where verb-focus interpretations were much less common (verb-focus: 53%, object-focus: 37%). This finding shows that children are sensitive to prosody and confirms our earlier hypothesis that young children treat object-NPs as the default foci of the sentence.

Notes

POSTER SESSION I

How language background and individuals’ attentional processes contribute to the success of tracking two inputs in a statistical learning task

*Angeline Sin Mei Tsui (University of Ottawa)
 Maxine Berthiaume (University of Ottawa)
 Lucy Erickson (University of Maryland, College Park)
 Erik Thiessen (Carnegie Mellon University)
 Christopher Fennell (University of Ottawa)*

To model early bilingual language acquisition, recent studies have demonstrated that adults succeeded in segmenting two overlapping artificial languages when supported by strong contextual cues, such as two languages associated with individuals of different genders (Weiss, Gerfen & Mitchel, 2009) or two distinct faces (Mitchel & Weiss, 2010; 2014). However, it is common for a single bilingual individual to speak two distinct languages in one conversation. In addition, prior research focused exclusively on monolingual participants. We extended these studies to French-English bilinguals and explored whether contextual cues in a single individual’s speech (i.e., accent) can facilitate adult segmentation of two artificial languages. Bilinguals, but not monolinguals, were able to track two artificial languages that differed in Canadian English and French accents. Further analyses suggested that bilinguals’ language background (those acquired two languages since birth performed better) and individuals’ attentional processes contribute to the success in this dual-input segmentation task.

POSTER SESSION I

The effects of linguistic context on visual attention while learning novel verbs

Matthew James Valleau (Boston University)
Sudha Arunachalam (Boston University)

We asked whether toddlers' verb acquisition is influenced by how they visually inspect the referent event. Two year olds first heard novel verbs flanked by either content nouns (e.g., "The boy is gonna pilk a balloon") or pronouns ("He is gonna pilk it") and then viewed a dynamic event. We analyzed toddlers' gaze during the event to ascertain the effect of the previously heard linguistic context on their attention to the agent and object, and tested whether they could extend the verb to a new exemplar. We found that their attention was related to both the linguistic context they had previously heard (content nouns yielded greater attention to the object than pronouns) and whether or not they extended the verb correctly. The linguistic context thus affected not just toddlers' final representation of the verb's meaning, but also how they "zoomed in on" the scene initially.

POSTER SESSION I

Effects of Speaking Style and Context on Online Word Recognition in Young Children and Adults

Suzanne van der Feest (The University of Texas at Austin)
Cynthia Blanco (The University of Texas at Austin)
Rajka Smiljanic (The University of Texas at Austin)

This study focuses on the time course differences in online word recognition for listener-oriented speaking style modifications and semantic context. In Experiment 1, 18 adult listeners heard sentences with a high-versus low-predictability semantic context (He pointed at the cheese vs. Mice like to eat cheese), while viewing a target picture matching the last word of the sentence and a distractor. Sentences were presented in Conversational, Clear, and Infant Directed speech. Results showed that both Infant Directed and Clear Speech enhanced word recognition for high-predictability but not low-predictability sentences. In Experiment 2, 4-year-old children benefitted from contextual cues within each speaking style, and from speech clarity even in the absence of contextual cues. We argue that a combination of semantic cues and listener-oriented acoustic enhancements facilitates lexical access in both children and adults the most, and that for young children speech clarity is even more crucial for reliable word recognition.

POSTER SESSION I

Agent Control and the Acquisition of Event Culmination in Basque, Dutch, English, Spanish and Mandarin

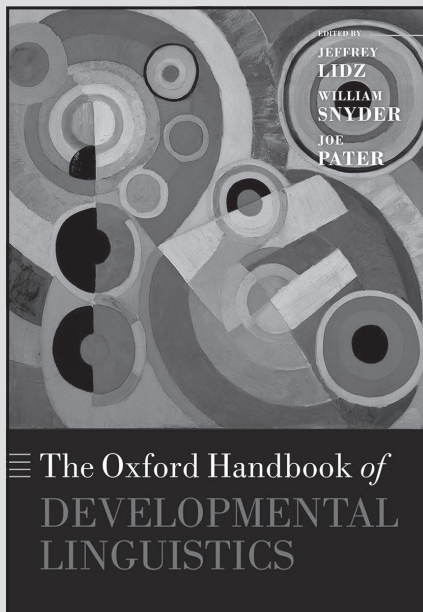
Angeliëk van Hout (University of Groningen)
Maria Arche (University of Greenwich)
Hamida Demirdache (University of Nantes)
Isabel Garcia del Real (University of the Basque Country)
Ainara Garcia Sanz (University of the Basque Country)
Anna Gavarró (Autonomous University of Barcelona)
Lucia Gomez Marzo (Autonomous University Barcelona)
Saar Hommes (University of Groningen)
Nina Kazanina (University of Bristol)
Jinhong Liu (University of Nantes)
Oana Lungu (University of Nantes)
Fabienne Martin (University of Stuttgart)
Iris Strangmann (CUNY)

Verb meanings specify the temporal contour of events. Telic verbs include a culmination point; atelic verbs do not. Tense-aspect marking interacts with telicity: telic-imperfective verbs can refer to non- culminating situations, while telic-perfective ones cannot. Acquiring aspect involves discovering whether culmination is in the verb's lexical meaning, and whether culmination is entailed or implicated for a given tense-aspect form. Across languages, learners sometimes accept non-culmination for telic-perfective sentences. Explanations refer to types of telicity, perfectivity and completion inference. Recently, subject type has been advanced as the cause for non-culmination acceptance in certain adult languages. Denying the result encoded by change-of-state verbs is easier when the subject's referent is an intentional Agent than when it is an inanimate Causer (Agent Control Hypothesis, Demirdache & Martin 2015). Previous acquisition studies used Agent subjects. Our study revisits non-culmination by manipulating subject-type: Agent versus Causer. Does non-culmination in child language reflect the agent control?

Notes

Notes section containing horizontal lines for writing.

NEW FROM OXFORD



THE OXFORD HANDBOOK OF DEVELOPMENTAL LINGUISTICS

Edited by JEFFREY LIDZ, WILLIAM SNYDER, and JOE PATER

This book provides a state of the art review of key developmental findings across phonological, morphological, syntactic, and semantic aspects of language acquisition. It places language acquisition phenomena in a richly comparative context, highlighting the link between linguistic theory, language development, and theories of learning.

(*Oxford Handbooks*)

2016 | 960 pp. | Hardcover \$180.00

EXAM COPIES AVAILABLE!

SECOND LANGUAGE ACQUISITION

ROUMYANA SLABAKOVA

“This book is intended for a broad audience: undergraduate students who want to explore the field of SLA; graduate students who are involved with applied linguistics and language teaching; and teachers who want to understand better how L2 learners learn in different contexts...”—*Linguist List*

This textbook approaches second language acquisition from the perspective of generative linguistics. It reviews the last thirty years of research in the field, focussing in particular on how the second or additional language is represented in the mind and how it is used in communication.

(*Oxford Core Linguistics*)

2016 | 416 pp. | Hardcover \$115.00 | Paperback \$40.00



WORD AND PARADIGM MORPHOLOGY

JAMES P. BLEVINS

This volume discusses the general perspectives on linguistic morphology offered by word and paradigm models. James Blevins places these models in the larger context of the lineage that extends from classical grammars to current information-theoretic and discriminative learning paradigms.

2016 | 288 pp. | Hardcover \$99.00 | Paperback \$35.00

INTONATION AND MEANING

DANIEL BÜRING

“Daniel Büring’s book is both a guide for the perplexed and a substantial original contribution to theory in the semantics and pragmatics of intonation and information structure. It will constitute an indispensable reference point for all researchers in the area.”

—Mark Steedman, School of Informatics, University of Edinburgh
(*Oxford Surveys in Semantics and Pragmatics*)
2016 | 384 pp. | Hardcover \$115.00 | Paperback \$39.95

LONGITUDINAL DEVELOPMENTS IN VOCABULARY KNOWLEDGE AND LEXICAL ORGANIZATION

BRIGITTA DÓCZI and JUDIT KORMOS

This research monograph helps demonstrate how language learners acquire vocabulary in instructed foreign language contexts and in English for Academic Purposes programs in the target language environment.

2015 | 232 pp. | Hardcover \$74.00

PHONOLOGICAL TYPOLOGY

MATTHEW K. GORDON

This book provides an overview of phonological typology: the study of how sounds are distributed across the languages of the world and why they display these distributions and patterns.

(*Oxford Survey in Phonology and Phonetics*)
2016 | 384 pp. | Hardcover \$120.00 | Paperback \$50.00

BUCLD MEMBERS SAVE WITH OXFORD!

Enter promo code **AAFLYG6** at checkout on OUP.com for a 30% discount on these titles!

OXFORD
UNIVERSITY PRESS

POSTER SESSION I

Resisting attraction: The role of executive control in monolingual and bilingual children

Alma Veenstra (University of Cambridge and Université Libre de Bruxelles)

Kyriakos Antoniou (University of Cambridge and Université Libre de Bruxelles)

Napoleon Katsos (University of Cambridge)

Mikhail Kissine (Université Libre de Bruxelles)

This study investigated the cognitive factors increasing attraction errors (e.g., #The key(SG) to the cabinets(PL) are(PL) missing). We argue that executive control prevents errors during language production. Some studies have shown that childhood bilingualism advances children’s executive control. If executive control is needed for agreement, bilinguals might also outperform monolinguals on agreement tasks.

46 monolingual Dutch speakers and 48 bilingual French-Dutch speakers (age 10-12) participated in an agreement production task, describing simple pictures (e.g., The circle next to the triangles is green). Participants were also tested on working memory (verbal and non-verbal) and inhibition skills.

The agreement patterns resembled those from the adult agreement literature. There was no effect of language group, but working memory did affect attraction error rates overall: Children with a better verbal working memory made fewer errors. Inhibition skills only marginally influenced error rates, suggesting that successful agreement involves head noun activation and local noun inhibition.

POSTER SESSION I

Is Telicity in Sign Languages Visible to Children?

Laura Wagner (Ohio State University)

Carlo Geraci (Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS))

Jeremy Kuhn (Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS))

Kathryn Davidson (Harvard University)

Brent Strickland (Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS))

The Event Visibility Hypothesis (Wilbur, 2008) states that signed languages contain an iconic (“visible”) marker of telicity. Support (Strickland, et al. 2015) has been found in non-signing adults but children provide a stronger test as their ability to “see” telicity is less likely to be a product of adult-like cultural or educational experiences. Seventy-two non-signing hearing children (M = 5;4) participated in one of three experiments using NGT (Signed Language of the Netherlands). In Exp1, children matched signs to one of 2 English verbs (one telic, one atelic) when neither was an accurate gloss and choices relied solely on telicity. Children performed at chance. Exp2 was identical but one choice was an accurate translation. Children succeeded with atelic but not telic signs. In Exp3, children provided translations of the signs. Results show that children differentiate signs by telicity, suggesting they can perceive telicity and further, that it is iconically present.

POSTER SESSION I

Representational Gesture as a Tool for Promoting Verb Generalization in Young Children

Elizabeth Wakefield (University of Chicago)

Casey Hall (University of Chicago)

Susan Goldin-Meadow (University of Chicago)

Learning the meaning of transitive verbs is difficult for children (Gentner, 1982), partially because children have a bias to associate a novel verb not only with the action it represents, but also with the object on which it is learned (Kersten & Smith, 2002). Past work suggests that increasing variability in the input children receive during verb learning can help alleviate this misunderstanding (Childers, 2011). In this study, we take a different approach. Here, we investigate how well 4- and 5-year-old children generalize (N=48) novel transitive verbs for actions after doing or seeing the action (e.g., twisting a knob on an object) or after doing or seeing a gesture for the action (e.g., twisting in the air near an object). We find that children generalize more effectively through gesture experience, particularly after a 1-day delay ($\beta=1.43$, $SE=0.70$, $z=2.05$, $p=0.04$).

Notes

POSTER SESSION I

Effects of bilingualism on children’s use of social cues in word learning

W. Quin Yow (Singapore University of Technology and Design)
Xiaoqian Li (Singapore University of Technology and Design)
Sarah Lam (Singapore Institute for Clinical Sciences)
Teodora Gliga (Centre for Brain and Cognitive Development, Birkbeck, University of London)
Kenneth Kwek (KK Women’s and Children’s Hospital)
Seang Mei Saw (National University of Singapore)
Lynette Shek (National University Hospital)
Fabian Yap (Nanyang Technology University)
Yap Seng Chong (Singapore Institute for Clinical Sciences/National University of Singapore/National University Hospital, National University Health System)
Birit F. P. Broekman (Singapore Institute for Clinical Sciences/National University of Singapore/National University Hospital, National University Health System)

Research has suggested that bilingual children are more sensitive to social cues such as eye gaze and pointing gesture in social learning contexts than monolingual children. The present study examined monolingual and bilingual 4.5-year-olds’ performance in a novel-word-learning task where following a speaker’s gaze was needed to learn a novel-word-object mapping. Eye-tracking technologies were applied to monitor the word learning process. Both monolingual and bilingual children demonstrated success in following the speaker’s gaze and using this cue to learn new words. More importantly, results revealed that bilingual children were more accurate than their monolingual peers when asked to explicitly point to the correct referent in test. Children’s eye movement also showed that bilinguals tended to spend longer time fixating at the object referred by the speaker’s gaze than monolinguals during learning. This suggests a positive effect of bilingualism on children’s ability to use social cues in a word learning context.

POSTER SESSION I

Cross-linguistic Transfer: The Role of L1 Grammatical Morphology in L2 Reading Comprehension Among ELLs From Low SES

Elena Zaretsky (Clark University)

Knowledge and use of grammatical morphemes is essential for proficiency in any language. English Language learners (ELLs) must learn all elements of a new language, and often show difficulties acquiring English inflectional morphology similar to children with specific language impairment. Current research in bilingualism suggests significant cross-linguistic transfer even between typologically distant languages. High proficiency in L1 results in high proficiency in L2 and points to the similar underlying metalinguistic skills. The present study investigated the role of L1 morphology in L2 reading comprehension among ELLs from low SES from Spanish background, who were readers and non-readers in L1. Our results indicated significant main effect of L1 and L2 morphosyntactic knowledge on L2 reading comprehension. L1 reading strongly correlated with L1 vocabulary and morphosyntax, L2 decoding and spelling. Therefore, the study suggests singular metalinguistic awareness resulting in cross-linguistic transfer from L1 to L2 even among ELLs from low SES.

Notes

POSTER SESSION I

Investigating Real-Time Cross-Situational Learning Using Naturalistic Data from the Child’s View

Yayun Zhang (Indiana University-Bloomington)
Chen Yu (Indiana University-Bloomington)

Research has shown that word learning moments in which an object is labeled vary in informativity (e.g., Medina, Snedeker, Trueswell & Gleitman, 2011; Yurovsky, Smith & Yu, 2013). Parent may name an object that happens to be the only dominant object in the child’s view, which makes the moment highly informative or parent may name objects that cannot be easily identified or are not even in child’s view (low-informative). Little is known regarding the nature of low informative naming moments in real-world settings. The current study uses the both behavioral experiments (Human Simulation Paradigm) and computational models to investigate how people aggregate information across trials with different levels of ambiguity. We found that the learning mechanisms through which participants learn by gradually accumulating partial knowledge from low-informative moments depend on the types of the information available from the environment and how learners select information in real time.

Session A--Metcalf Small

Contextual factors in children's computation of telicity

Curt Anderson (Michigan State University)

Previous research focusing on children's knowledge of telicity has shown that children do not consistently behave as if they derive telic interpretations for telic predicates. While adults will judge telic predicates as not describing situations that have not culminated, children are more willing to accept that those predicates characterize non-culminating situations. We investigate whether this phenomenon is pragmatic in nature by manipulating contextual effects. We replicate previous findings showing that children are more tolerant in when telic predicates can describe a situation, as well as show that context plays a role in children's calculation of telicity.

Session B--Conference Auditorium

Similarity-based interference in the acquisition of adjunct control

*Juliana Gerard (Ulster University)
 Jeffrey Lidz (University of Maryland)
 Shalom Zuckerman (Utrecht University)
 Manuela Pinto (Utrecht University)*

Previous research on 4-6 year-olds' interpretations of adjunct control, as in (1), has consistently reported non-adultlike behavior for adjunct PRO (Goodluck 1981, Hsu et al. 1985, McDaniel et al. 1991, Goodluck & Behne 1992, Cairns et al. 1994, Broihier & Wexler 1995, Goodluck 2001, Adler 2006).

(1) John bumped Mary after PRO tripping on the sidewalk.

A number of different tasks have been used with the aim of identifying a grammatical source of children's errors. In this paper we argue that children's errors are caused by extragrammatical factors. In two experiments with 4-5 year olds, we demonstrate that error rates for sentences with adjunct control go up when the similarity increases between an antecedent ("John") and a linearly intervening noun phrase ("Mary"). This suggests that difficulties with adjunct control are to be explained (at least in part) by the sentence processing mechanisms that underlie similarity-based interference in adults.

Session C--Terrace Lounge

Accessibility differences during production drive semantic (over)-extension

*Zara Harmon (University of Oregon)
 Vsevolod Kapatsinski (University of Oregon)*

An increase in frequency of the grammaticalizing construction has been argued to result in semantic broadening. Yet, research on the acquisition of lexical semantics and verb argument structure has suggested that increased exposure to a form-meaning mapping results in the entrenchment of the form in that construction. We investigated the effect of frequency on generalization versus entrenchment of constructions in the acquisition of complex morphological systems using artificial language learning. Learners generalized a highly frequent form to a new meaning in production, but not in a meaning-to-form mapping (2AFC) task. We argue that semantic extension in production is caused by frequency through the effect of frequency on form accessibility: The effect of frequency on form choice disappears when accessibility differences are leveled. Thus, a frequent form might expand in its ranges of use because of its high accessibility relative to competitors during production, rather than frequency causing semantic broadening directly.

Notes

Session A--Metcalf Small

Early knowledge of the interaction between aspect and quantification: Evidence from child Cantonese

Margaret Ka-yan Lei (Chinese University of Hong Kong)
Thomas Hun-tak Lee (Chinese University of Hong Kong)

This study investigates whether Cantonese-speaking preschoolers are sensitive to the semantic differences between perfectivity (marked by the affix zo2) and universal quantification (marked by the affix saai3) in sentences taking an incremental theme object modified by the plural fuzzy classifier di1 ([di1-N]). In the absence of a verbal affix, such sentences are ambiguous between an indefinite “some N” reading and a definite “the several N” reading; however, the presence of zo2 favors indefiniteness and partitivity, while that of saai3 requires definiteness and exhaustivity. Using the Truth Value Judgment task and the picture selection task, we tested 99 children and 105 adults in a between-subject design on either saai3-sentences (quantification condition) or the corresponding zo2-sentences (aspectual condition), paired with a partial/indefinite reading and a universal/definite reading. Our findings reveal that children are sensitive to the interaction between perfectivity and universal quantification and the referential effects of verbal affixes on object nominals.

Session B--Conference Auditorium

Prepositional object gap production primes active gap filling in 5-year-olds

Emily Atkinson (Johns Hopkins University)
Akira Omaki (Johns Hopkins University)

It has been shown that 5- to 7-year-olds, unlike adults, do not actively associate the filler with the verb when processing filler-gap dependencies. Following the hypothesis that production mechanisms are casually responsible for incremental comprehension, we explored whether the expectation of a direct object gap can be primed by the production of that structure. Using a novel picture completion task, we elicited direct object gap (DO-gap, What was Emily drawing __ with the crayon?) and prepositional object gap (PO-gap, What was Emily drawing the cat with __?) wh-questions from 5-year-olds. Then, they participated in a visual world eye tracking study that investigated active gap filling. Children who produced PO-gaps demonstrated active gap filling, while children who produced DO-gaps did not. We suggest that children’s abstract representation of filler-gap dependencies is strengthened by the processing effort required to produce the infrequent PO-gap structure and triggers active gap filling.

Notes

Session C--Terrace Lounge

Children’s use of polysemy to structure new noun categories

Mahesh Srinivasan (University of California, Berkeley)
Catherine Berner (University of California, Berkeley)
Hugh Rabagliati (University of Edinburgh)

Children make constrained guesses about the extensions of new words. For example, after learning a new word for an object, children typically extend that word to other objects of the same shape, ignoring variation in material. But how might children guess when dimensions other than shape are important? Previous studies of the shape bias have taught children unambiguous words. But in fact, most words are polysemous, with multiple related senses. We explored whether children’s knowledge of one sense of a polysemous word (wug = a portion of material) constrains their guesses about how another word sense (wug = an object made from that material) should be extended. In two studies, 3- and 4-year-olds (n=131) consistently used cues from polysemy to override the shape bias, but adhered to this bias when not provided such cues. Polysemy may play an important role in how children infer the structure of new word meanings.

Session A--Metcalf Small

A study on bilingual children’s semantic-pragmatic comprehension of quantifiers

Haifa Alatawi (University of Leeds)

Despite strong evidence of bilingual cognitive advantage, evidence on pragmatic advantage is scant. This study investigated Arabic-bidialectal, English-monolingual, and Arabic-and-English-bilingual pre-schoolers’ semantic and pragmatic competence using the quantifiers ‘most’, ‘some’, ‘and’, and ‘or’. It examined (a) whether any superior pragmatic competence in bilinguals stemmed from cognitive advantage over monolinguals, and (b) whether children comprehend quantifiers in semantically appropriate ways. It applied (a) two ternary judgment tasks, assessing pragmatic ability in enriched-context v. no-context conditions; (b) two cognitive tasks measuring inhibition and short-term memory (STM); and (c) two semantic tasks, for perception v. production. The results revealed a bilingual advantage only in pragmatic tasks. Semantically, both bilingual and English-monolingual children showed adequate comprehension of quantifiers, while Arabic children performed significantly lower on ‘most’ and ‘some’. Although no bilingual advantage appeared in cognitive tasks, inhibition and STM had strong effects on pragmatic performance. These results are discussed vis-à-vis implicature processing theories.

Session B--Conference Auditorium

Object clitics in the narratives of high-functioning children with autism

Arhonto Terzi (Technological Educational Institute of W.Greece, Patras)

Anthi Zafeiri (Technological Educational Institute of W.Greece, Patras)

Theodoros Marinis (University of Reading)

Konstantinos Francis (University of Athens & Kuwait Center for Mental Health)

20 high-functioning Greek-speaking children with ASD, aged 5;5-8;8 (M=6;11), and 20 typically developing participated in the Frog where are you? narrative and were assessed on pronominal object clitics.

Both groups produced more simple clitics than clitics in Clitic Doubling and Clitic Left Dislocation, but there was no significant difference between groups in any of the three types. There was no difference between groups on the felicitous/infelicitous use of clitics either, and the majority of clitics were employed when no NP intervened with their referent. In this condition, the ASD children showed clear preference for subject referents, however, suggesting that they are guided by some pragmatic (subject=topic), or syntactic principle (c-command). Hence, contrary to experimental tasks (Terzi et al., 2014, 2015), high-functioning ASD children seem capable of using clitics appropriately when constructing the discourse themselves, but may fail when attention to discourse and prosodic cues of the experiment are required.

Session C--Terrace Lounge

Modeling the Semantic Networks of School-age Children with Specific Language Impairment and their Typical Peers

Patricia Brooks (College of Staten Island and the Graduate Center, CUNY)

Josita Maouene (Grand Valley State University)

Kevin Sailor (Lehman College, CUNY)

Liat Seiger-Gardner (Lehman College, CUNY)

Children with Specific Language Impairment (SLI) exhibit weak semantic-priming effects in spoken-word production/ recognition relative to children with typical language development (TLD). We explored whether underutilization of semantic cues in lexical access might stem from variation in the structure of children’s semantic networks. Children with SLI and age-matched TLD controls (N=20 per group; ages 7;10–10;8) performed a repeated word-association task, producing the first word that came to mind in response to 24 cue-words over 4 list repetitions. Children with SLI produced more weakly related responses to the cue-words than TLD controls, and greater numbers of perseverative responses. Network models explored possible differences in connectivity patterns for SLI and TLD, using the shared associations to the cue-words within each group as input. Both networks displayed small-world properties compared to random networks; however, SLI networks had more global and less local connectivity, which might contribute to less efficient lexical search in SLI.

Notes

Session A--Metcalf Small

Lexical and syntactic effects on auxiliary selection: Evidence from Child French

Veronica Boyce (Massachusetts Institute of Technology)
Athulya Aravind (Massachusetts Institute of Technology)
Martin Hackl (Massachusetts Institute of Technology)

Auxiliary selection poses a learning problem for children who must learn if their language does auxiliary selection and if so, where to draw the line between HAVE-selecting and BE-selecting verbs. We conducted a large-scale corpus study of child productions of French passé composé. In adult French, se-reflexives and a set of intransitive verbs select BE. Children were largely adult-like on the non-reflexive verbs (transitives, HAVE-selecting and BE-selecting intransitives), though their earlier productions reveal some over-extension of HAVE to BE. With se-reflexives, children showed a person-based discrepancy, showing 100% adult-like behavior in 3rd person singular and only 40% adult-like behavior in 1st person singular. We argue that the 3rd person reflexive data is the genuine indicator of underlying grammatical knowledge. The 1st person results might be due to a misrepresentation of the reflexive-clitic pronoun as the homophonous non-reflexive clitic, possibly indicating a failure of Principle B.

Session B--Conference Auditorium

Modeling phonetic category learning from natural acoustic data

Stephanie Antetomaso (The Ohio State University)
Kouki Miyazawa (Fairy Devices Inc.)
Naomi Feldman (University of Maryland)
Micha Elsner (The Ohio State University)
Kasia Hitczenko (University of Maryland)
Reiko Mazuka (RIKEN Brain Science Institute)

Computational models of phonetic acquisition are often tested on simplified data which artificially exclude phenomena such as prosody, making conclusions drawn from these models potentially unreliable. To measure the impact of this simplification, we implemented the lexical-distributional phonetic category learning model from Feldman et al. (2013) on natural acoustic data from the English Buckeye corpus (Pitt et al. 2007) and the Japanese R-JMICC corpus (Mazuka et al. 2006). Prosodic variability in the more realistic input impeded phonetic learning in both languages. English vowel reduction and Japanese phrase-final lengthening created difficulty for the model, affecting the number and type of learned vowel categories. These results show that simplifying input to computational models of phonetic category learning can drastically impact model performance, at least in part due to prosodic variability. For computational modeling to be useful in exploring child language acquisition, ecologically valid datasets are vital.

Notes

Session C--Terrace Lounge

Gender Differences in Lexical Input and Acquisition

Mika Braginsky (Stanford University)
Stephan Meylan (University of California, Berkeley)
Michael Frank (Stanford University)

Throughout childhood, children are treated differently based on their assigned gender, disseminating culturally-determined gender roles and influencing their self-perceptions and social behaviors (Eccles et al., 1993; Eckes & Trautner, 2000). These socialization practices should be reflected in the language that parents use to children, which in turn affects language acquisition itself. To investigate this interconnection, we analyzed gender-based lexical differences in input, acquisition, and their relationship. In a large corpus of child-directed speech from CHILDES (MacWhinney, 2000), we found that many words show frequency differences by children's gender. We also measured word-level gender differences in large-scale vocabulary acquisition data using parent-reported Communicative Development Inventory measures (Fenson, 2007). Following the approach of predicting words' learnability from independently measured properties (Goodman, Dale, & Li, 2008; Roy et al., 2015), we found that gender differences in input frequency are predictive of gender differences in acquisition trajectory.

Session A--Metcalf Small

L1 acquisition of thematic role assignment in Tagalog: Word-order-based strategies vs. morphosyntactic cues

- Rowena Garcia (IDEALAB, University of Potsdam)*
- Jeruen Dery (Zentrum für Allgemeine Sprachwissenschaft (ZAS))*
- Jens Roeser (Nottingham Trent University)*
- Barbara Hoehle (University of Potsdam)*

Critical to language acquisition is learning how a specific language assigns thematic roles. We investigated this process in Tagalog, an understudied language with a reliable but complex thematic role assignment system. Tagalog is verb-initial, with free post-verbal argument order, and verbal affixes denoting the thematic role of the ang-marked subject. A sentence-completion task (Expt. 1) showed that 5- and 7-year-old children produced mostly agent-initial utterances, while in adults, word order was modulated by the verb’s voice-marking. Additionally, a combined self-paced listening and picture verification task (Expt. 2) revealed that children relied on word order (NP1 as agent) for thematic role assignment, instead of using morphosyntactic cues (case markings and the verb’s affixes), even at 7 years. These results indicate that although Tagalog’s morphosyntactic cues are highly reliable, because of their complexity (as both noun and verb morphology have to be processed), children rely on word-order-based strategies longer.

Session B--Conference Auditorium

Development of acoustic cue weighting in 3- and 5-year-old children: Evidence from the Albanian lateral contrast

- Daniela Müller (Ludwig Maximilian University of Munich)*
- Enkeleida Kapia (Center for Albanian Studies)*

This study is designed to investigate at which age preschool children approach adults’ weighting patterns and whether attention to dynamic cues is age-dependent. It used an alternative-forced-choice task to test cue weighting strategies in two minimal pairs illustrating the Albanian dark /ɫ/-clear /l/ lateral contrast with three different participant groups (3-year-old children, n = 9; 5-year-old children, n = 21; adults, n = 18). Results show that children gradually learn to rely on static formant values in the perception of the /ɫ-/l/-contrast. Regarding the dynamic formant transition duration, however, no evidence for children’s use of it could be found. The adult-like cue weighting pattern of Albanian /ɫ-/l/ thus only seems to fully develop after 5 years of age.

Session C--Terrace Lounge

Children’s status and growth in word types at 20 months predicts age of onset of complex syntax

- Catriona Silvey (University of Chicago)*
- Özlem Ece Demir-Lira (University of Chicago)*
- Susan Goldin-Meadow (University of Chicago)*

Previous work has found close links between children’s acquisition of vocabulary and syntax, supporting a unified account of language development rather than a sharp division between grammar and lexicon (Bates & Goodman, 1997). We build on this work to investigate whether the trajectory of early lexical growth predicts the onset of complex syntax. We first model children’s early vocabulary growth, then use parameters from this model to predict the age in months at which children begin producing syntactically complex utterances (sentences with two or more clauses). Children’s vocabulary status and growth at 20 months negatively predicted age at multi-clause onset—children with higher mean word types and growth rate at 20 months began producing multi-clause utterances earlier than children who had lower values on those parameters. This study offers novel evidence from a large longitudinal sample for a predictive relationship between early lexical growth and the development of complex syntax.

Notes

“Beyond brilliant babies and rapid learning in lexical development: The long and short of language acquisition”

Sarah C. Creel
University of California, San Diego

Larissa Samuelson
University of East Anglia

Bob McMurray
University of Iowa

Approaches to lower-level language development (words, sounds) have focused on the first year of life and shortly beyond. However, the emphasis on rapidity of learning and early sensitivity has yielded only a partial picture of development. We propose a reconceptualization that emphasizes protracted processes of perceptual and associative learning.

We view this dramatic shift in perspective as more than a debate about the speed of learning: in a view of speech development and word learning that extends considerably past infancy, new developmental factors—vocabulary, reading, speech production, social interaction—may come into play, augmenting simple perceptual learning mechanisms. Similarly, as word-learning theories highlight gradual processes over one-shot learning, influences of memory processes and other learning situations appear.

Three talks report evolving language competence past infancy, focusing on the neglected role of slow developmental changes in language acquisition, and integration of slow changes with more rapid learning and real-time processes.

Notes

Notes

Session A--Metcalf Small

Mira el Froggie: Language Mixing in Mother-Child Book-Sharing Interactions Among Spanish-speaking Families

Adriana Weisleder (NYU School of Medicine)
Carolyn Cates (NYU School of Medicine)
Caitlin Canfield (NYU School of Medicine)
Anne Seery (NYU School of Medicine)
Alan Mendelsohn (NYU School of Medicine)

Bilingual speakers often alternate between their two languages within a conversation. Language mixing has been observed in young children, and can provide a window into bilingual children’s language knowledge and communicative skill. To date, studies of language mixing have been based primarily on children who are exposed to two languages at home. Yet many children in the U.S. live with parents who speak a minority language, and are exposed to English primarily outside the home. Little is known about language mixing in these families, particularly in the context of parent-child interactions and children’s increasing use of English during the preschool period. Here, we address this gap by examining patterns of language mixing in mother-child interactions among Spanish-speaking families. Findings show that by the time of kindergarten entry, Spanish-English mixing is common in interactions between mothers and children from Spanish-speaking homes. Moreover, language mixing was positively related with children’s language proficiency.

Session B--Conference Auditorium

Past tense and plural formation in Welsh-English bilingual children with and without SLI

Vicky Chondrogianni (University of Edinburgh)
Nerys John (Bangor University)

The present study reports novel data on tense and plural formation in Welsh as examined in Welsh-English four-to-six-year-old bilingual typically developing (Bi-TD) children and bilingual children with SLI (Bi-SLI). Lexical verbs in the past tense in Welsh can be formed periphrastically with a verb compound or synthetically. Welsh has an intricate plural formation system with an array of different suffixes. Past tense and plural formation were elicited through three elicited production tasks. Bi-SLI children were less likely to produce the synthetic past, when prompted, and had lower accuracy than the Bi-TD children on the periphrastic past, who were at ceiling by this age. In the plural formation task, both groups exhibited a protracted acquisition pattern. Bi-SLI children had significantly lower accuracy than their Bi-TD peers, were less likely to overregularise, and opted for high frequency plural suffixes. These results argue for the special status of tense for Welsh-speaking Bi-SLI children.

Session C--Terrace Lounge

What do we learn from distributional learning?

Paul Olejarczuk (University of Oregon)
Vsevolod Kapatsinski (University of Oregon)

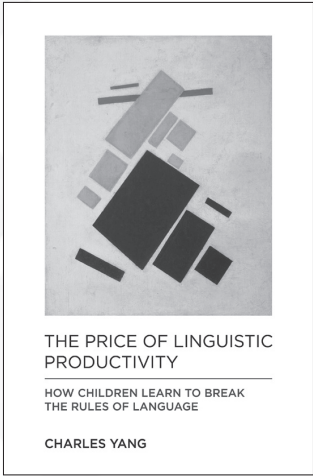
We present two phonetic category learning experiments on how the shape of the input distribution is reflected in the internal structure of the learned category. Specifically, we ask whether the mapping between input frequency and degree of category membership is linear, as predicted by exemplar models that assume veridical storage of perceptual experience. Adults learned novel phonetic categories through passive exposure to monosyllable tokens featuring an LHL lexical tone. The magnitude of the pitch excursion varied along a continuum, with values sampled from different asymmetrical training distributions for each group. Following training, participants rated the typicality of experienced exemplars. In both experiments, typicality of rare exemplars was under-predicted by training counts, casting doubt on the “one exemplar, one vote” view of category structure. Rather than linear, the relationship between frequency and typicality appeared to be logarithmic; we suggest that rare tokens benefit during learning because their unexpected nature draws attention.

Notes



The MIT Press

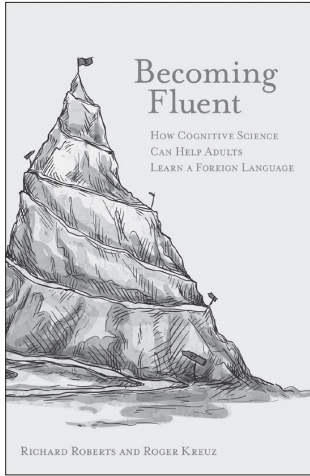
Visit our booth to enjoy 30% off all books!



THE PRICE OF LINGUISTIC PRODUCTIVITY

HOW CHILDREN LEARN TO BREAK THE RULES OF LANGUAGE

CHARLES YANG



Becoming Fluent

HOW COGNITIVE SCIENCE CAN HELP ADULTS LEARN A FOREIGN LANGUAGE

RICHARD ROBERTS AND ROGER KREUZ

The Price of Linguistic Productivity

How Children Learn to Break the Rules of Language

Charles Yang

An investigation of how children balance rules and exceptions when they learn languages.

Hardcover | \$45 | £34.95

Building and Interpreting Possession Sentences

Neil Myler

A wide-ranging generative analysis of the typology of possession sentences, solving long-standing puzzles in their syntax and semantics.

Hardcover | \$45 | £34.95

Impossible Languages

Andrea Moro

"Can human language vary in limitless ways? Or are there impossible human languages? In this beautifully written and insightful work Andrea Moro draws on his work on language and the brain to make a powerful case for there being intelligible limits to possible human languages."

—**Barry C. Smith**, University of London, coeditor of *The Oxford Handbook of Philosophy of Language*

Hardcover | \$21.95 | £16.95

now in paperback

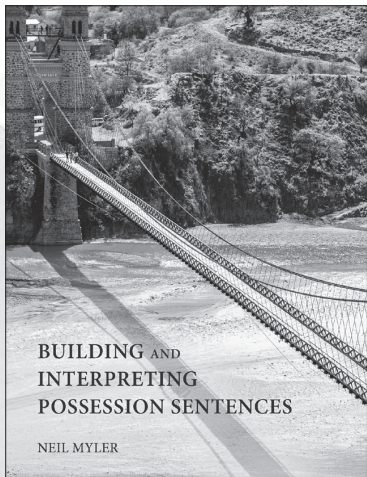
Becoming Fluent

How Cognitive Science Can Help Adults Learn a Foreign Language

Richard Roberts and Roger Kreuz

How adult learners can draw upon skills and knowledge honed over a lifetime to master a foreign language.

Paperback | \$17.95 | £13.95



BUILDING AND INTERPRETING POSSESSION SENTENCES

NEIL MYLER



Creating Language

INTEGRATING EVOLUTION, ACQUISITION, AND PROCESSING

Morten H. Christiansen and Nick Chater
foreword by Peter W. Culicover

Creating Language

Integrating Evolution, Acquisition, and Processing

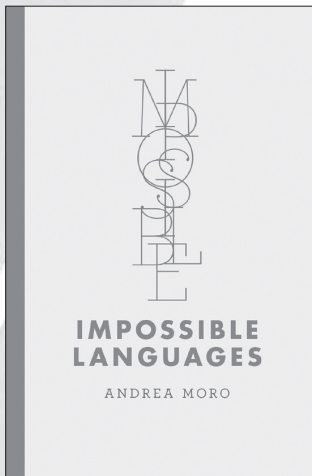
Morten H. Christiansen and Nick Chater

foreword by Peter W. Culicover

"Our understanding of language—its evolution, acquisition, and processing—is undergoing a seismic shift and this engaging, ambitious book clarifies and motivates the new exciting landscape."

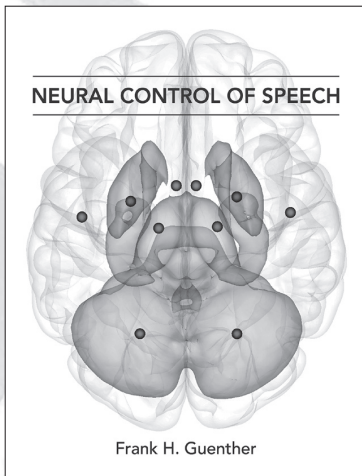
—**Adele E. Goldberg**, Professor of Psychology, Princeton University

Hardcover | \$40 | £27.95



IMPOSSIBLE LANGUAGES

ANDREA MORO



NEURAL CONTROL OF SPEECH

Frank H. Guenther

Neural Control of Speech

Frank H. Guenther

A comprehensive and unified account of the neural computations underlying speech production, offering a theoretical framework bridging the behavioral and the neurological literatures.

Hardcover | \$63 | £46.95

mitpress.mit.edu

Session A--Metcalf Small

Math Talk in Low Socioeconomic Status Families: An Intervention

Eileen Graf (NORC at the University of Chicago)
Sherry He (The University of Chicago)
Kristin Leffel (The University of Chicago Medicine)
Elizabeth Suskind (The University of Chicago Medicine)
Dana Suskind (The University of Chicago Medicine)

This study tested the hypothesis that math talk among low-SES caregivers and children is improved via a 10-week long language input enrichment curriculum built on translational language acquisition research, and specifically focused on caregivers’ facilitative role in children’s language development. As part of the curriculum, experimental participants received an hour-long session on math talk by a home visitor that provided them with knowledge about the importance of math talk as well as concrete examples to incorporate math talk into everyday activities and routines. Thirty-minute free-play sessions were coded for spatial and number dimensions of caregiver and child math talk, and subsequent analyses controlled for increases in overall speech and child age. The results demonstrated a positive impact of the curriculum on caregivers’ and children’s spatial language, children’s counting, and the extent to which caregivers initiate number talk with clear didactic intention and engagement.

Session B--Conference Auditorium

Delay or deviance: old question – new evidence from bilingual children with Specific Language Impairment (SLI)

Natalia Meir (Bar-Ilan University)
Sharon Armon-Lotem (Bar-Ilan University)

For decades, researchers have attempted to determine whether language development of children with SLI is delayed or deviant. Our study contributes to this debate by comparing linguistic profiles of bilingual children with typical language development in their weaker language to those of bilingual children with SLI. Secondly, it investigates the development of the weaker language of bilinguals.

Russian-Hebrew bilinguals with SLI (n=23), unbalanced bilinguals with Russian-dominant /Hebrew-weak (n=19) and Hebrew-dominant /Russian-weak (n=39) were compared on three repetition tasks (Forward Digit Span, Nonword Repetition, and Sentence Repetition). The results indicated that despite similar language proficiency scores in the biSLI group and unbalanced bilinguals in their weaker language, quantitative and qualitative differences emerged. For unbalanced bilinguals, their performance can be traced back to the influence of the dominant language. For bilinguals with SLI, distinct error patterns, which cannot be attributed to L1-L2 influence, point at deviant language development in children with SLI.

Session C--Terrace Lounge

The impact of phonological knowledge on statistical learning

Alexis Black (The University of British Columbia)
Carla Hudson Kam (The University of British Columbia)

Current theories suggest that statistical learning is fundamental to language acquisition; much about the mechanisms underlying this capacity, however, remain unknown. Across 5 experiments we exposed 120 adult participants to an artificial language composed of either native or non-native phonemes for 2-8 minutes. We hypothesized that making the sounds more difficult to perceive and encode would alter the trajectory of the statistical learning process. Participants exposed to non-native sounds failed to distinguish words from part-words until familiarized to 4 times as much stimuli as required for native-language sounds. Learners were sensitive, however, to the difference between familiar and completely novel 3-syllable combinations after only 2 minutes of exposure. After 4 minutes of exposure, this strengthened to include a novel syllable combination at either the beginning or end of the word. These results have implications for thinking about infant learners who are in the process of acquiring their native sound inventory.

Notes

Session A--Metcalf Small

Testing the Bootstrapping Hypothesis of Infant-Directed Vocabulary: A Longitudinal Individual-Difference Analysis

Mitsuhiko Ota (University of Edinburgh)
Barbora Skarabela (University of Edinburgh)
Nicola Davies-Jenkins (University of Edinburgh)
Judit Fazekas (University of Edinburgh)

Infant-directed speech contains a substantial number of lexical items characterized by sound-symbolism (e.g., moo, choo-choo), full/partial reduplication (e.g., night-night, daddy), and diminutives (e.g., doggy, blankie). It has been proposed that such register-specific words are easily-acquired and facilitative of further vocabulary acquisition because of their nonarbitrary sound-meaning mappings, phonological repetition, and edge invariance. If this is true, we expect initial vocabulary growth to be boosted in infants whose lexical input has a higher incidence of such characteristics. To test this prediction, we examined speech samples addressed to 47 English-exposed infants at 9 months, and calculated the proportions of lexical input featuring sound-symbolism, reduplication, or diminutives. Mixed-effects models showed that sound-symbolism was not related to later vocabulary growth of the infants, but the proportions of reduplication and diminutives contributed significantly to variance in infants' vocabulary growth from 9 to 21 months as measured by CDI data.

Session B--Conference Auditorium

The development of onset clusters in young children's speech

Clara Levelt (Leiden University)
Margarita Gulian (Leiden University)

In child language, target onset clusters initially appear to be reduced to singleton consonants (truck -> [tʌk]). In phonological accounts of these initial attempts to produce a cluster, the grammar enforces complete omission of one of the cluster consonants. However, is "complete omission" acoustically justified? In order to get a more detailed picture of the developmental path of onset cluster production, acoustical analyses were performed of the realizations of target words with plosive+/r/ onset clusters, uttered over a 10-month period by five children between 1;4 and 2;7 years old, from the Dutch CLPF corpus (Fikkert, 1994; Levelt, 1994) in PhonBank (Rose & MacWhinney, 2014). Our analyses revealed five developmental stages, in which the second consonant gradually appears and attains segment status in the child's production. This more detailed developmental picture can be accounted for in terms of a psycholinguistic model of speech production, which supplements the phonological account.

Notes

Horizontal lines for taking notes.

Session C--Terrace Lounge

Cognitive-Control Effects on the Kindergarten Path: Separating Correlation from Causation

Yi Ting Huang (University of Maryland College Park)
Nina Hsu (University of Maryland College Park)
Juliana Gerard (Ulster University)
Alix Kowalski (University of Maryland College Park)
Jared Novick (University of Maryland College Park)

Unlike adults, children often fail to revise interpretations that conflict with late-arriving syntactic cues. This may be due to the protracted maturation of cognitive-control systems that resolve information conflict. To test this, we presented 5-year-olds with sentences like (1) while their eye-moments were monitored to correct- (e.g., box) and incorrect-goals (e.g., napkin).

(1) a. Ambiguous: Put the frog on the napkin onto the box
b. Unambiguous: Put the frog that's on the napkin onto the box
Intermixed among sentences were Stroop trials, where children named dogs with labels that matched or mismatched fur color. Following PP2 onset, children generated fewer correct-goal looks and more incorrect-goal looks for Ambiguous vs. Unambiguous sentences. Critically, these effects were modulated by Stroop type. For Ambiguous sentences, prior-conflict trials immediately decreased correct-goal looks and increased incorrect-goal looks. This suggests that cognitive-control engagement may impede syntactic revision among less proficient language users with limited cognitive-control.

Session A--Metcalf Small

‘What does the cow say?’ An analysis of onomatopoeia in early interactions

Catherine Laing (Duke University)

Infants’ early acquisition of onomatopoeia (e.g. quack) is well documented in the literature (e.g. Tardif et al., 2008), but why these forms occur in such high numbers is unclear when compared with their scarcity in adult language. This study presents a new perspective on the acquisition of onomatopoeia, departing from theories positing iconicity as a bootstrapping device (e.g. Imai & Kita, 2014). Eight caregiver-infant dyads were analysed longitudinally for the use of onomatopoeia in interactions. Results reveal bi-directional motivations for early acquisition of onomatopoeia: infants’ production of these forms was dependent on the presence of onomatopoeia in the input, while their nature as ‘sound effects’ makes them producible in early speech. The manipulation of prosodic features such as pitch allows participation in dialogues with the caregiver, even in the absence of articulatory precision. Both input and output factors are found to contribute to the abundance of onomatopoeia in early production.

Session B--Conference Auditorium

What’s a foo? Toddlers are not tolerant of other children’s mispronunciations

*Dana Bernier (University of Waterloo)
Katherine White (University of Waterloo)*

Toddlers are sensitive to the properties of adult speech, detecting even slight mispronunciations of familiar words (Swingley & Aslin, 2000). However, adult speech constitutes only a portion of the input learners receive. Infants and toddlers are also exposed to the speech of other children, including children who make obvious phonological errors (e.g. saying wose for rose). We tested 21-23-month-olds’ perception of 1-, 2-, and 3-feature mispronunciations of familiar words (e.g., foo for shoe, pock for sock, sall for ball, respectively) spoken by a 7-year-old female. Toddlers recognized the correct pronunciations, but did not recognize any of the mispronunciations. However, toddlers who had more experience with child speech showed sensitivity to the degree of mispronunciation. In addition, in response to completely novel labels, only toddlers who had experience with child speech successfully mapped them to novel objects. These results point to the role of experience in toddlers’ processing of child speech.

Session C--Terrace Lounge

Inhibitory control is a rate-limiting factor to preschoolers’ use of irregular inflection

*Amanda Rose Yuile (Queen’s University)
Mark Sabbagh (Queen’s University)*

Children spend many years creating a regularized past tense form for a stem that normally takes an irregular past-tense form (Chomsky, 1964; Tomasello, 2000). Yet, individual children differ in their ability to successfully produce irregular forms (Marcus, 1993). The present study investigated whether children’s inhibitory control (IC) is associated with their ability to produce irregular verb forms. Forty-eight 3.5–4.5 year-old children watched videotaped puppet shows designed to elicit over-regularization errors of known verbs. Children’s IC was assessed with three standard tasks that required suppressing a prepotent response in favor of a non-canonical one (e.g., pointing to a white square when the experimenter said “grass”). Results showed that individual differences in IC performance were associated with individual differences in the production of irregular forms. We conclude that the appropriate use of irregular forms may require IC to inhibit the habitual tendency to “add –ed” and instead recall correct irregular forms.

Notes

“Neural basis of language development “

*Angela Friederici**Max Planck Institute for Human Cognitive and Brain Sciences*

Language develops as the brain matures. Newborns demonstrate impressive abilities in phonological learning. From very early on their behavior is tuned towards their mother tongue. By the age of 5 months infants are able to learn phonologically coded syntactic non-adjacent dependencies. Although phonology-based learning is present early it takes a long time before structurally complex sentences can be processed. The maturation of certain brain structures goes together with the development of particular processing abilities. In adults the language-related brain regions are connected by several fiber tracts: a ventrally located one connecting the semantic regions, and two dorsal tracts: one pathway which connects the temporal cortex to the premotor cortex known to support auditory-based phonological processes and another pathway which connects the temporal cortex to Broca’s area (BA 44) known to subserve the processing of syntactically complex sentences. Brain structural data from newborns, children and adults demonstrate that the pathway to the premotor cortex is present in the infant at birth providing the bases for phonologically based learning observable early during development, whereas the pathway targeting BA 44 only matures much later and appears to be directly linked to the performance of processing of syntactically complex sentences late in development.

Notes

Notes

POSTER SESSION II

Use of quantificational cues in the processing of English subject-verb agreement by native Chinese speakers

Andrew Armstrong (University of Illinois at Urbana-Champaign)

*Nyssa Bulkes (University of Illinois at Urbana-Champaign)
Darren Tanner (University of Illinois at Urbana-Champaign)*

This study investigates the role of prediction in processing English subject-verb agreement by native Chinese speakers. Tanner and Bulkes (2015) showed that L1 English comprehenders generate a larger P600 to S-V agreement violations when the subject NP is quantified (*The/Most cookies tastes best when dipped in milk), providing evidence that increasing number cues on the subject strengthens expectations for verbal number features. In the current study, native Chinese speakers read the same type of sentences to identify how Chinese speakers generate morphosyntactic expectations during comprehension. The results show that although L1 Chinese comprehenders generated P600s to S-V agreement violations, quantifying the subject decreased their sensitivity to ungrammatical verbs. This indicates that although Chinese speakers were highly sensitive to English agreement in a native-like way, quantificational cues led to qualitatively different types of grammatical expectations compared to native speakers. Results are discussed in relation to cue-based models of prediction in comprehension.

POSTER SESSION II

Children’s use of lexical and prosodic cues to epistemic strength

Meghan Armstrong (UMass Amherst)

POSTER SESSION II

Effects of semantic opacity on prediction during native and nonnative reading

*Nyssa Bulkes (University of Illinois at Urbana-Champaign)
Kiel Christianson (University of Illinois at Urbana-Champaign)
Darren Tanner (University of Illinois at Urbana-Champaign)*

We used the transposed-letter effect to investigate how semantic opacity modulates predictions while reading frequency-matched expressions in L1 English speakers and late, proficient L1 Mandarin-L2 English bilinguals. Eye movements were recorded as participants read sentences. L1 data showed longer reading times for targets containing transpositions, and longest reading times for targets containing substitutions, but no significant effect of phrase. Importantly, this suggests that when controlling for other factors known to affect prediction (i.e. lexical or phrase frequency), predictive mechanisms in idiomatic and literal contexts do not differ in native speakers. L2 data also showed slower reading times for idioms compared to literal expressions, but also showed TL facilitation effects for literal expressions, but not for idioms. Results suggest that when compositional analysis of an expression is not possible—as is the case with many idioms—bottom-up information may be more heavily utilized in L2 processing than top-down constraint information.

Notes

POSTER SESSION II

The acquisition of number concepts and numerical language in Yucatec Maya

Lindsay Butler (Penn State University)

The effects of conceptual number information on the acquisition of numerical language are well established for English (e.g. Barner et al., 2012, Zapf and Smith, 2008, Lanter and Basche, 2014). This is a study of the effects of set size on the production and comprehension of numerical language (optional plural morphemes and number words) with very young speakers of Yucatec Maya. We also examined the relationship between these factors and the acquisition of the meaning of number words. Comprehension of the plural morpheme was high though it was produced at a low rate. Set size did not predict the comprehension of the plural morpheme, but education and acquisition of the meaning of number words did. Set size predicted the accurate production of number words. These findings are similar to the production and comprehension of the plural by adult speakers of Yucatec Maya but dissimilar to English-speaking children acquiring the plural.

POSTER SESSION II

Long-Term Impacts of Parenting Stress on Language Development in Low-Income Children

Caitlin Canfield (NYU School of Medicine)
Adriana Weisleder (NYU School of Medicine)
Carolyn Cates (NYU School of Medicine)
Anne Seery (NYU School of Medicine)
Alan Mendelsohn (NYU School of Medicine)

Children in low-income families face challenges to early language and literacy that result in disparities in reading ability and academic achievement throughout the school years. One predominant challenge for low-income families is stress, which has been linked to academic achievement and vocabulary at school entry. This study adds to our understanding of this link by examining the role of parenting stress in language and literacy development from preschool to early elementary school. Mediation analyses revealed significant independent effects of parenting stress and preschool vocabulary on language/literacy in early elementary school, as well as a significant indirect effect of parenting stress on later language/literacy skills through preschool vocabulary. These results indicate that parenting stress has both immediate and long-term impacts on children's language development and suggest parenting stress as a target for early interventions aimed at improving language outcomes for low-income children.

Notes

POSTER SESSION II

Age and turn type in Mayan children's predictions about conversational turn-taking

Marisa Casillas (Max Planck Institute for Psycholinguistics)
Penelope Brown (Max Planck Institute for Psycholinguistics)
Stephen Levinson (Max Planck Institute for Psycholinguistics)

Long before their first words, children show competence with interactional turn taking and non-verbal interactive behaviors. However, they don't master verbal response timing in spontaneous conversation until age 6 or later. Prior work has focused almost exclusively on Western populations. We examined turn prediction in an indigenous Tzeltal Mayan community where caregivers less frequently engage in child-centric, face-to-face verbal interaction. We recorded 38 children's eye movements (ages 0;2-3;10) as they watched short videos of conversation between two animated figures in the local language. Children's anticipatory gaze switches to upcoming speakers increased significantly with age and longer inter-turn gaps (as in Western children), but not for response-eliciting turns (unlike Western children). These findings are the first to show that early turn-taking skills in children with considerably less early interactive experience are comparable to Western averages, lending support to the idea of a general and early human competence for social interaction.

POSTER SESSION II

Overt Subjects & Interface Deficit in Spanish SLI: A Discriminant Function Analysis

John Grinstead (The Ohio State University)

Paij Lintz (The Ohio State University)

Amy Pratt (The Ohio State University)

Mariana Vega-Mendoza (University of Edinburgh)

Juliana De la Mora (La Universidad Autónoma de Querétaro)

Myriam Cantú-Sánchez (La Universitat Autònoma de Barcelona)

Blanca Flores-Avalos (Instituto Nacional de Rehabilitación)

The Interface Delay Hypothesis (Grinstead 1998, 2004) claims that the No Overt Subject Stage and an array of other Piagetian “Egocentric” language phenomena stem from the inability of syntax and discourse-pragmatics to communicate with one another. The Interface Deficit Hypothesis (Grinstead et al. 2014) claims that nominal and temporal anaphora are impaired in children with specific language impairment (SLI).

We evaluate the rate of overt subject expression from spontaneous production data, together with verb finiteness measures, in a sample of 40 monolingual child Spanish-speakers. A quadratic discriminant function analysis showed that overt subject use with the tense measures yield 80.8% mean sensitivity and specificity as a discriminant function, which rises to <90% in combination with MLUw, in the classification of children as SLI vs. TD.

It is possible to identify child Spanish-speakers with SLI with high degrees of sensitivity and specificity, consistent with the Interface Deficit Hypothesis.

POSTER SESSION II

Second Language Learners’ Greater Difficulty with Structural Processing Routines over Case Morphology in Processing Japanese Relative Clause Sentences

Masahiro Hara (Truman State University)

This self-paced reading study provides evidence of advanced L2 learners’ ability to use case morphology while processing relative clause (RC) sentences in Japanese even when a case system is absent in their L1. It separates two factors potentially affecting L2 processing: the presence of case system (Korean vs. English and Chinese) and RC configurations (Korean and Chinese vs. English). Chinese learners read the head noun or later regions more slowly in processing object RC sentences than subject RC ones as Japanese NSs and Korean learners did. English learners showed sensitivity to case morphology in processing a RC-internal, simplex clause but not in processing a post-RC, main clause. Chinese and English lack a case system while only Chinese is similar in RC configuration to that of Japanese. Therefore, the advanced learners’ ability to use case morphology is modulated by the L1-L2 similarities in structural configurations, not by the presence of case system in their L1.

Notes

POSTER SESSION II

L2 predictive gender processing: Effects of lexical and syntactic L1-L2 congruency

Holger Hopp (TU Braunschweig)

Natalia Lemmerth (University of Mannheim)

To test the scope of L1 effects in L2 gender processing, we investigate how lexical and syntactic differences between L1/2 gender affect L2 German predictive gender processing by L1 Russians. Both languages have three genders. They differ in lexical gender congruency of nouns (tableMASC-MASC vs houseNEUT-MASC). Further, gender is syntactically marked on prenominal determiners in German but on postnominal suffixes in Russian. On adjectives, both mark gender on suffixes.

In visual-world eye-tracking, 24 L1 Russian L2ers were tested alongside 15 Germans as they listened to questions (“Where is [DET] [ADJ] [Noun]?”). We measured fixation times to objects to test whether gender-marked determiners or articles are used to predict upcoming referents. Mixed effect models show interactions of L1, proficiency and congruency. Like natives, high-proficiency L2ers use L2 gender predictively in all conditions. Intermediate L2ers show general gender prediction with (syntactically congruent) adjectives, yet for (syntactically incongruent) determiners only with lexically congruent nouns.

POSTER SESSION II

Resolution preferences in German: interpretative preferences of 6-year-olds

Maialen Iraola Azpiroz (University of Kaiserslautern & University of the Basque Country)

Juhani Järvikivi (University of Alberta)

Shanley Allen (University of Kaiserslautern)

Leah Roberts (University of York)

Petra Schumacher

In a language like German with two anaphoric forms, such as the demonstrative *der* and the personal pronoun *er*, resolving reference is particularly challenging. Schumacher et al. (submitted) concluded that in German adults, thematic role is the driving cue in on-line and off-line pronoun resolution in most conditions, with *er* being linked to agent antecedents and *der* to patient antecedents.

We carried out an offline antecedent selection task investigating the resolution of *er* and *der* with 40 German 6-year-olds with active-accusative (Exp1) and dative-experiencer verbs (Exp2) in canonical and non-canonical word orders. Both experiments reflect that children are still not guided by thematic role showing a strong preference for the last mentioned referent. However, in line with adult data, *der* is more rigid in its interpretative bias being attracted to patient antecedents. We will further discuss the results from an ongoing collection of on-line data using the visual world paradigm.

POSTER SESSION II

Bilingual proficiency influences the relationship between code-switching and task-switching in 8-year-old English-Chinese Singaporean children

Carissa Kang (Cornell University)

Barbara Lust (Cornell University)

To examine the mechanisms underlying the bilingual cognitive advantage, one approach hypothesizes that code-switching (CS) may provide a critical clue. We investigate whether CS reflects a more general cognitive ability such as task-switching, and test a highly bilingual population in Singapore where CS is pervasive. We obtained CS and task-switching measures from 43 English-Chinese 8-year-old children (27 females, M = 100 months). In a novel CS task, participants completed two conditions – inter- and intra-sentential CS. We measured CS fluency (reaction time taken to respond to questions) and CS frequency (number of other-language insertions). Semantic Fluency was used to measure verbal task-switching costs between both languages. Contrary to adult studies (Yim & Bialystok, 2012), we did not find a significant relationship between switch cost (on semantic fluency) and CS frequency. Importantly, language proficiency influenced semantic fluency performance. We argue that the relationship between CS and verbal task-switching is influenced by bilingual proficiency.

POSTER SESSION II

Learning rules, templates and schemas in parallel

Vsevolod Kapatsinski (University of Oregon)

Adult participants were presented with miniature artificial languages that could be interpreted as exemplifying either subtraction (deletion of a specific structure, the final vowel) or a meaningful phonological template / schema (changing the input to result in a specific shape, CVCVC). After experiencing CVCVCV singulars mapping onto CVCVC plurals, participants were tested on CVCV singulars. For these test stimuli, subtraction demands a CVC output, while the schema demands a CVCVC output, predicting addition. Both kinds of output were observed. However, addition was especially likely when a particular consonant, [k], was overattested in the word-final position during training, reducing the participants' uncertainty regarding which consonant should be added. I conclude that learners are likely to reanalyze subtractive morphological systems as involving templatic morphology or truncation when subtraction tends to result in a particular specific output structure.

Notes

POSTER SESSION II

Prominence Shifts in Second Language English and Spanish:
Learning versus Unlearning

Jeffrey Klassen (McGill University)
Annie Tremblay (University of Kansas)
Michael Wagner (McGill University)
Heather Goad (McGill University)

English freely allows for prominence to be shifted leftward in the sentence in cases where an element is focused while Spanish is less permissive, only allowing prominence to be shifted in cases of corrective focus (Klassen et al., 2016; Ladd, 2008; Zubizarreta, 1998). In second language (L2) acquisition, the influence of the L1 grammar entails that English speakers learning Spanish will be exposed to cases in the L2 input where prominence is not shifted in contexts where it is would be expected in English. For Spanish speakers learning English, the L2 input involves the presence of an unexpected prominence shift. We argue that a lack of prominence shift when it is expected is harder to accommodate semantically than an unexpected shift in prominence, which would give learners an advantage in the case of English L1/Spanish L2. We provide production data that support this claim.

POSTER SESSION II

The Role of Working Memory and Theory of Mind in the Acquisition of Definiteness in Dutch Children

Marleen Kremer (University of Groningen)
Bart Hollebrandse (University of Groningen)
Angeliek van Hout (University of Groningen)

Elicitation studies on the acquisition of definiteness established an overuse of definites (among others, Karmiloff-Smith, 1979; Maratsos, 1974). It is not known when this overuse disappears, nor have clear developmental patterns have been established for definiteness comprehension. Explanations for children’s problems with definiteness include—beyond incomplete linguistic competence—two cognitive sources: Working Memory (WM) and Theory of Mind (ToM). However, no studies have yet combined cognitive and definiteness tasks to establish interaction patterns. The present study fills this gap by investigating 57 Dutch children’s (between 3—10) production and comprehension of definiteness in relation to WM and ToM. Seeing that in both production and comprehension children properly differentiate definite and indefinites, we conclude that they know the semantics. We therefore claim that children’s continued problems with the production and comprehension of definites are pragmatic, caused by cognitive immaturity, as supported by the interactions with WM and ToM.

Notes

POSTER SESSION II

Evidence for a Broad Notion of Source in Child Language

Laura Lakusta (Montclair State University)
Malathi Thothathiri (George Washington University)
Deanna Mendez (Montclair State University)
Marija Marinkovic (Montclair State University)

In language, source paths encode the starting point of a figure’s motion (The bird flew from the lake). Linguistically, these paths show up in different conceptual domains (transfer, motion), suggesting a broad notion of source in semantic structure. Using a priming paradigm we tested the hypothesis that 2.5 – 4.5 year olds represent sources broadly, encompassing both spatial starting points (“ the dog ran from the doghouse”) and agents (“The dolphin was splashed by the child”). The results revealed that younger children (< 3 yrs. 48 days) performed better on a comprehension task of passive sentences (e.g., “Point to the picture where the girl was tickled by Elmo?”) when primed with a locative source sentence (“girl walked from the park”) compared to a locative goal sentence (“bug flew onto the leaf”). This suggests that the broad notion of source indeed characterizes semantic structures, especially early on in ontogeny.

POSTER SESSION II

Acoustic prominence and audience design in child- vs. adult-directed speech

*Casey Lew-Williams (Princeton University)
Duane Watson (Vanderbilt University)*

When speakers produce words clearly, listeners are more likely to understand a message. But adults usually reduce acoustic prominence upon repeated reference, either because of automatic processes that minimize production effort and/or because they tailor speech for proficient listeners. Child-directed speech offers an interesting case for studying listener-oriented speech. By comparing adults' production of the same sentences in CDS and ADS, we investigated whether reduction is an automatic production process, or whether adults accommodate inexperienced listeners. Parents of 3-year-old children played a game that involved repeating animal names in sentences, first with another adult and then with their child. Parents did reduce upon repeated reference with children, but produced new words with longer duration in CDS. Two explanations for this reduction will be discussed: (1) Children prefer non-reduced speech, but repetition priming in production automatically results in reduction, and (2) Children, like adults, prefer reduced speech, and speakers adjust accordingly.

POSTER SESSION II

Whether and Why There Are Cross-cultural Differences in the Acquisition of Reference

*Jincai Li (Harvard University, Shanghai Jiao Tong University)
Longgen Liu
Jesse Snedeker (Harvard University)*

POSTER SESSION II

Syntactic Bootstrapping For Form Class Distinction in Mandarin Child-directed Speech

*Weiyi Ma (Macquarie University)
Roberta Golinkoff (University of Delaware)*

Determination of a word's form class is often guided by the syntactic structure of the sentence in which a word appears, a process called syntactic bootstrapping. This study asks whether syntactic bootstrapping applies in Mandarin, a language that lacks articles and morphological inflections. Using the CHILDES Beijing corpus, we found that Mandarin child-directed speech (CDS) has noun-markers and verb-markers that appeared significantly frequently with words of the corresponding form classes. We then examined the frequency of the adjacency of the form class markers to a set of early-acquired words in CDS, again using the CHILDES Beijing corpus. Regression analyses showed that the use of form class markers uniquely accounted for the CDI age of acquisition variance. Thus, despite the apparent lack of articles words and morphological inflection, Mandarin has cues reliably predicting form classes in child-directed language input, and these cues contribute to children's word learning.

Notes

POSTER SESSION II

Syntactic prediction in L2 comprehension: Evidence from Japanese adverbials

Sanako Mitsugi (University of Kansas)

In Japanese, negation is expressed as an auxiliary-like construction involving the sentential-final verb, and thus it is often unclear whether the upcoming predicate involves negative polarity. However, conversational analysis studies have shown that adverbials provide a preliminary sense of how a sentence continues, which helps interlocutors collaboratively complete each other's sentences. Using the visual-world paradigm, this study examined anticipatory processing of negative sentences with or without adverbials. The results showed that both native speakers and L2 learners immediately integrated adverbial information and generated predictions on the negative predicates; the participants made more anticipatory eye movements when they heard sentences with adverbials than those without adverbials. The pattern of results suggests that syntactic predictions expedite the course of processing and that learners of Japanese are capable of acquiring adverbial-driven anticipatory processing. These results are further discussed in the light of proposals concerning nonnative speakers' ability in predictive processing (Kaan, 2014).

POSTER SESSION II

Learning of talker-specific phonemic contrasts by adults

*Masaki Noguchi (University of British Columbia)
Carla Hudson Kam (The University of British Columbia)*

Studies have demonstrated that being familiar with talkers' voices significantly facilitates various speech processing tasks such as word recognition and word learning. Studies have also demonstrated that listeners can shift boundaries between native phonemes according to idiosyncrasies in specific talkers' production to which they are exposed. In this study, we investigate how talker-specific the newly acquired phonemic contrasts can be. We exposed adult English speakers to input in which the location of boundaries between two unfamiliar phonemes varied between talkers. After exposure, participants who learned the unfamiliar phonemic contrasts showed boundary shifts in the categorization of the phonemes. These results suggest that adults can learn talker-specific phonemic contrasts.

Notes

Blank lines for notes.

POSTER SESSION II

Individual Growth Trajectories of Typical and Atypical Vocalization from 6 to 24 months

*Julia Parish-Morris (Children's Hospital of Philadelphia)
Meghan Santulli (Temple University)
Meghan Swanson (University of North Carolina)
Annette Estes (University of Washington)
Juhi Pandey (Children's Hospital of Philadelphia)
Robert Schultz (Children's Hospital of Philadelphia)
Sarah Paterson (Temple University)*

Infant vocalizations in the first two years of life shed light on diverse paths of language development. We analyzed vocalizations produced by 18 participants (6 controls, 6 at high familial risk for autism spectrum disorder (ASD), 6 later diagnosed with ASD) during developmental assessments at 6, 12, and 24 months. All infants produced high proportions of non-speech vocalizations at 6 months, with the ASD and high-risk groups continuing to produce high proportions of non-speech sounds at 12 months. In contrast to prior research, we did not find accelerated growth in atypical non-speech vocalizations in the ASD group, but rather found differential growth in distress and delight vocalizations. Control infants showed greater growth in delight vocalizations and reductions in distress vocalizations relative to infants later diagnosed with ASD. In a larger sample, we will examine how early vocalization patterns relate to dimensional measures of language and social skills at 24 months.

POSTER SESSION II

Language Dominance Affects Bilingual Competence and Processing: Evidence from a bidirectional study of Unbalanced Catalan/Spanish Bilinguals

Eloi Puig-Mayenco (Universitat Autònoma de Barcelona)
David Miller (University of Reading)
Jason Rothman (University of Reading)

This study examines the role of language dominance (LD) on linguistic competence outcomes in two types of early bilinguals: (i) L1 Spanish/L2 Catalan and (ii) L1 Catalan/L2 Spanish. Heritage speaker (HS) studies typically focus on the adult steady-state grammars of the non-dominant heritage language (HL) only. This practice suggests that LD is deterministic. Although in HL contexts LD typically sways in the favor of the societal language most studies cannot isolate LD as an independent variable. Alternatively, we capitalize on the unique situation afforded by the Catalan context, where dominance in either Spanish or Catalan is possible, investigating the co-occurrence of Sentential Negation (SN) with a Negative Concord Item (NCI) in pre-verbal position (Catalan only) and Differential Object Marking (DOM) (Spanish only). The data provide some evidence that LD correlates to greater convergence towards monolingual baselines when the HL remains dominant over time (cf. Kupsich and Rothman, 2016).

POSTER SESSION II

Acquisition of Spanish Mood Selection in Complement Clauses

Pablo Requena (The University of Montana)
Melisa Dracos (Baylor University)
Karen Miller (The Pennsylvania State University)

Adult-like use of Spanish finite sentential complement clauses requires that learners, in addition to comprehending and producing complementation, engage in mood selection. The Subjunctive is particularly frequent in Spanish sentential complement clauses expressing Volition, Evaluation/Comment, and Belief/Uncertainty. But far from a direct one-to-one correspondence between mood (Indicative vs. Subjunctive) and semantic class, mood selection varies depending on semantic/pragmatic and lexical factors even within a certain class, as well as across individual speakers. Acquisition literature shows that whereas mood choice is acquired early in some contexts, there are strong lexical effects and fluctuations across age groups in other contexts until age 12;0. The results of a Sentence Completion Task with 53 Spanish-speaking children (4;2-7;8) and 20 adults point to early knowledge of mood selection in more categorical contexts (Certainty, Volition). Difficulty with the Uncertainty condition could be due to its semantic/pragmatic complexity leading to performance/processing errors having to do with false-belief.

POSTER SESSION II

Understanding the relationship between narrative sample measures and grammaticality in heritage Russian

Yulia Rodina (MultiLing, University of Oslo)

The present paper investigates language abilities of Russian preschool heritage speakers in Norway. The aim of study is to create a psycholinguistic profile of heritage speakers at the initial stages of language development through understanding the relationship between various narrative sample measures and narrative grammaticality. The study is based on the recently collected narrative samples of 16 Norwegian-Russian children (mean age 4;5) (Rodina 2015). The analysis shows that while word order syntax is intact, the morphological means that mark grammatical relations in Russian are the major source of non-target linguistic performance in heritage speakers. Aspect, grammatical gender and case assignment are the three most vulnerable areas which show an emergent pattern of attrition or incomplete acquisition. In contrast, the participants have native speaker control of word order in declaratives with and without adverbs and there are no transfer effects of the verb placement patterns.

Notes

POSTER SESSION II

Are children with High-Functioning Autism better at syntax than typically developing children? The case of Dutch Object Relative Clauses

Jeannette Schaeffer (University of Amsterdam)
Bart Siekman (University of Amsterdam)

This study reports experimental data on object relative clauses (ORCs) in Dutch-speaking children with High-Functioning Autism (HFA), aged 6-14. The non-canonical word order of ORCs (object precedes subject) has been shown to present problems for TD children across languages. Because of its SOV order, Dutch ORCs comprise another complicating factor, namely, they are homophonous to Subject Relative Clauses (SRCs). Hypothesizing that children with HFA are not syntactically impaired, we predict that, although they may not be adultlike yet, they do not perform worse on ORCs than their TD age-mates. Our results show that children with HFA a) resemble typically developing (TD) age-mates in that they use the same strategies (passives and animacy) to deal with ORCs in Dutch, b) resemble TD age-mates in that they are not completely adultlike at ORCs even at age 14, but c) differ from TD age-mates in that they develop ORC abilities slightly more rapidly.

POSTER SESSION II

The Development of Semantic Relatedness from Preschool to School

Alexandra Schmitterer (Max Planck Institute for Human Development)
Sascha Schroeder (Max Planck Institute for Human Development)

The present study describes the longitudinal development of the relatedness of semantic representations for known words (extended mapping) in young children (age: 5;4 – 6;4 years; months; N = 67). Participants judged which of two words fit better to a sentence. Presented word pairs consisted of either a closely-associated (“thunder”) and a far-associated word (“fire”) or a closely-associated and an unrelated word (“letter”) to a focus word of the sentence (“lightning”). Half of the focus words were homonyms. Accuracy responses were analyzed in general linear mixed effects models. Children gave more accurate answers and developed stronger in distinguishing unrelated than far-associated words from closely-associated words. Homonym responses were easier but relatedness effects did not differ between homonyms and non-homonyms. Our results indicate that (1) networks of homonyms and non-homonyms are organized similarly and that (2) “unrelatedness” plays an important role in early semantic development.

Notes

POSTER SESSION II

Children form productive rules when it is more computationally efficient to do so

Kathryn D. Schuler (Center for Brain Plasticity and Recovery, Georgetown University)
Charles Yang (University of Pennsylvania)
Elissa L. Newport (Center for Brain Plasticity and Recovery, Georgetown University)

During language acquisition, children must learn when to generalize a pattern - applying it broadly despite many exceptions (‘add -ed’ in English) – and when to restrict generalization. One effort to quantify the conditions for generalization, the Tolerance Principle, has been shown to accurately predict children’s generalizations in corpus data from over 30 languages. This principle is formalized as: a rule R may generalize if the number of exceptions M is less than the number of words in the category N divided by the natural log of N. Here we test the principle in an artificial language of 9 nonsense nouns. As predicted, children exposed to 5 regular forms and 4 exceptions generalized, applying the regular form to 100% of novel test words. Children exposed to 3 regular forms and 6 exceptions never extended the rule. The Tolerance Principle thus appears to capture a basic principle of generalization in rule formation.

POSTER SESSION II

Inhibitory control, working memory and language experience in the referential choices of monolingual and bilingual children

Ludovica Serratrice (University of Reading)
Cecile De Cat (University of Leeds)
Sanne Berends (University of Amsterdam)

The choice of referential expressions requires the assessment of the shared common ground including the presence of potential discourse and/or visual competitors. We investigated whether the use of noun phrases (NPs) vs. pronouns in a production task is predicted by inhibitory control, working memory, and by bilingual language exposure/use in children (mean age = 5;11) who spoke either only English (N = 87) or English and an additional language (N = 87).

The target was more likely to be identified by a NP when it had a visual competitor, but not a discourse competitor, except in children with better inhibitory control. Working memory was not predictive. Overall NP use was correlated with amount of bilingual experience. Inhibitory did not per se predict sensitivity to discourse competitors. This suggests that bilingualism does not confer an advantage in referential abilities over and above the advantage it confers in inhibition skills.

POSTER SESSION II

Are adult age-of-acquisition ratings valid measures of child language? Comparing AoA ratings with word emergence in longitudinal corpora

Filip Smolik (Institute of Psychology CAS)

Age of acquisition (AoA) ratings are related to various word processing variables. Explanations for this often assume representational differences between early- or late-acquired words. However, AoA ratings are obtained by asking adults for their estimates, and it is not clear how such estimated AoA relates to the actual age of acquisition. The present study examined: 1) the extent to which the estimated AoA is related to the emergence of words in longitudinal child language corpora; 2) whether the actual age of acquisition predicts adult word processing in a similar way the estimated AoA does. The results suggest that AoA ratings explain significant but small amount of variance in the actual age of word emergence. Unique effect of the actual age of acquisition on adult lexical decision times is very small or absent. The effects of AoA ratings on adult processing thus do not reflect child language phenomena.

POSTER SESSION II

Japanese L2 learners of English are sensitive to QUD and prosodic inference

Ayaka Sugawara (Mie University)

Many studies since Jackendoff (1972) point out that intonation can affect the interpretation of a sentence. Specifically, when what is called Rise-Fall-Rise (RFR) intonation is assigned to a sentence such as “All my friends didn’t come”, the sentence is interpreted as negation taking scope over the universal quantifier (Constant 2012, 2014, Büring 1997, a.o.), but the same sentence with sentence-final low boundary tone is either ambiguous or preferably interpreted as All>Not. The results of a sentence-picture matching task carried out with Japanese L2 learners of English confirmed that (i) they hear the difference between the two kinds of contour, (ii) they are sensitive to the felicity condition of RFR, and (iii) they compute the implicature invoked by RFR in the expected direction. The results, when compared with English native controls, also show the participants’ strong preference for the surface scope interpretation, which will be accounted for as L1 transfer.

Notes

Notes section containing ten horizontal lines for writing.

POSTER SESSION II

Children’s Non-Isomorphic Interpretation in Japanese Conditionals

Wataru Sugiura (Meiji Gakuin University)
Hiroyuki Shimada (Meiji Gakuin University)

It has been reported that children experience difficulty accessing inverse scope (not > every) interpretations in sentences containing a universally quantified subject and negation (Musolino 1998). This is called “The Observation of Isomorphism (OI)”. Although Sugawara & Wexler (2014) claimed that Japanese children can correctly access inverse scope (not > all) interpretations in Japanese declaratives, this result is still inconclusive since the rate is quite low (about 21%). Rather, the result seems to be compatible with the OI. This study demonstrates that Japanese children at age around 5 can correctly access not > all interpretations in Japanese conditionals, like adults (about 96%). In the literature, much attention has been paid to the source of the OI. According to Gualmini et al (2008), children can easily access inverse scope interpretations only if QAR is satisfied. However, this study provides new evidence that children can access inverse scope interpretations without meeting QAR.

POSTER SESSION II

Statistical Learning Requires a Two-Step Process

Hao Wang (University of Southern California)
Toby Mintz (University of Southern California)

Notes

(Empty notes area)

POSTER SESSION II

The acquisition of Subject and Object Shift in L2/Ln Norwegian

Marit Westergaard (UiT The Arctic University of Norway & NTNU Norwegian University of Science and Technology)
Merete Anderssen (UiT The Arctic University of Norway)
Kristine Bentzen (UiT The Arctic University of Norway)
Guro Busterud (NTNU Norwegian University of Science and Technology)
Anne Dahl (NTNU Norwegian University of Science and Technology)
Jelena Didriksen (UiT The Arctic University of Norway)
Björn Lundquist (UiT the Arctic University of Norway)

This paper investigates L2/Ln acquisition of Subject Shift (SS) and Object Shift (OS) in Norwegian, a phenomenon moving pronominal subjects and objects across negation. OS is considerably less frequent than SS and has certain restrictions on type of object. L1A studies reveal that SS is acquired around 2;6-3;0, while OS is not in place until school age. Importantly, children are conservative learners and never move elements non-target-consistently. Results of an acceptability judgement task with 76 L2/Ln learners with a variety of previously acquired languages show a preference for shifted pronominal subjects and for all objects in situ. The acquisition of SS is an effect of general proficiency, while there is no such effect with OS. Instead, speakers with an L1 allowing OS-like phenomena more readily accept shifted objects. However, the L2/Ln learners are not conservative, non-target-consistently accepting certain shifted objects.

POSTER SESSION II

Phonotactics and alternations in the acquisition of Japanese high vowel reduction

James Whang (New York University)
Frans Adriaans (New York University)

In Tokyo Japanese, unaccented /u, i/ undergo gestural reduction between voiceless obstruents. This highly productive process poses a substantial challenge for phonological learning, as it often results consonant clusters that violate the strong CVCV preference in Japanese. The current study presents a computational model that induces and combines phonotactic constraints and alternation rules to account for the acquisition of this seemingly contradictory aspect of Japanese phonology. The model is trained on the Corpus of Spontaneous Japanese and evaluated against production data collected from 22 monolingual Japanese speakers. The phonotactic learning mechanism induces markedness and faithfulness constraints by calculating observed/expected ratios of surface biphones. The alternation learning mechanism builds a lexicon, then induces bidirectional rules that pair up underlying sequences to one or more surface sequences. Results show that combining phonotactic and alternation learning mechanisms captures both the CVCV preference and productivity of high vowel reduction better than either mechanism alone.

POSTER SESSION II

Prosodic Effects on Pronoun Interpretation in Italian

Lydia White (McGill University)
Heather Goad (McGill University)
Jiajia Su (McGill University)
Liz Smeets (McGill University)
Marzieh Mortazavinia (McGill University)
Guilherme Duarte Garcia (McGill University)
Natalia Brambatti Guzzo (McGill University)

In null subject languages, null pronouns are preferred when the antecedent is the subject of another clause, whereas overt pronouns prefer non-subject antecedents; Italian L2ers sometimes misinterpret overt pronouns in such cases (e.g. Sorace & Filiaci 2006). However, there are some puzzling results: for example, native speakers and L2ers allow null pronouns to take object antecedents as often as subjects. We hypothesize that prosody underlies such results.

To test for prosodic effects, it is essential that participants hear the stimuli. Our stimuli are presented only aurally (previous studies used written stimuli), each followed by an aural comment about the potential antecedent, which participants had to agree or disagree with. A number of prosodic effects are manipulated, including presence/absence of pause, and contrastive stress on overt pronouns. Results show prosodic effects (pause, stress) on pronoun interpretation for Italian native speakers and L2ers; hence, prosodic factors cannot be ignored in assessing performance on pronoun interpretation.

POSTER SESSION II

The effect of vocabulary size and language exposure on the emergence of monolingual and bilingual toddlers' lexical-semantic networks

Erica Wojcik (Skidmore College)
Janet Werker (University of British Columbia)

A crucial component of the lexicon is the connections between related words that help us understand language flexibly and efficiently. We ask how vocabulary size and percent English exposure affect the emergence of connections between related English words in toddlers. Two-year-old English-learning monolinguals and bilinguals were tested using the Headturn Preference Procedure to measure semantic priming without referential cues. We measured looking time to related (e.g., dog-kitty) vs. unrelated (e.g., dog-sock) words, as well as productive vocabulary and percent English exposure. The results suggest that lexical-semantic relationships are stronger for high vocabulary two-year-olds, and for bilinguals with more exposure to the tested language. Additionally, we show that bilingual toddlers' non-majority language networks may be more similar to novel than familiar word networks. This work suggests that language input and knowledge affect the emergence of lexical-semantic networks, raising new questions about the effects of early experience on language development in mono/bilinguals.

POSTER SESSION II

The Acquisition of Number Agreement in What BE these/those Sentences in English

Rong Yin (University of Massachusetts Amherst)

Examining the longitudinal data from Abe, Becky and Peter from the CHILDES database, I find that they shift from using singular agreement to using plural agreement in What BE these/those sentences. It seems natural to say that a child who says "What is these?" is treating the copula as unmoved and agreeing with what and not these. However, I argue that a closer look at the data suggests that agreement in a multidominance framework (cf. Johnson 2007) can better capture the acquisition path of agreement in these types of sentences. I propose that the agreement pattern observed can be accounted for by a two-stage Agree system: children shift from agreement occurring between the copula in its highest position and its specifier (i.e., Singular Agreement Stage), to agreement occurring between the copula in its lowest position and its specifier (i.e., Plural Agreement Stage).

POSTER SESSION II

Children's gestures provide a continuous signal of word knowledge

Daniel Yurovsky (Stanford University)
Nicole Burke (University of Chicago)
Amanda Woodward (University of Chicago)
Susan Goldin-Meadow (University of Chicago)

Communication is highly time-sensitive, requiring rapid transmission of intended meaning. Studies of infants' language comprehension show that speed of processing a known word is a graded function of both the child's age and the familiarity of the individual word. We show that children's language production is similarly graded. If infants gesture to refer to an object when they cannot recall the spoken word for it quickly enough, they should gesture particularly often for words that are infrequent, and particularly when they are younger. We confirm this prediction in a corpus analysis; children smoothly increase how often they use gesture to refer to an object as the spoken word for that object becomes less familiar and thus slower to retrieve. Gesture thus provides an exciting tool for studying children's developing lexicons, giving a continuous measure of their knowledge of a word, beyond the simple binary measure of whether or not they produce it.

POSTER SESSION II

Structural priming across development: The lexical boost, abstract priming, and task demands

Jayden Ziegler (Harvard University)
Jesse Snedeker (Harvard University)

Following up on Rowland et al. (2012; henceforth R2012), we investigate the development of abstract syntax in children and adults using structural priming. Curiously, R2012's abstract priming effects were absent in adults, limiting their conclusions. We hypothesized this lack of effect was due to their particular choice of task. Using an animation description paradigm with full sentence generation as opposed to sentence stem completion, we find the following: (1) robust lexical boost in children, (2) increase in the lexical boost with age, consistent with R2012, and (3) increase in abstract priming with age, contra R2012. Using stem completions instead, we replicate R2012. We thus find consistent evidence for an increase in the lexical boost with age, but conclude that structural priming effects in general are very task-dependent. To pin down the true developmental trajectory of abstract syntax, convergent evidence on a variety of different paradigms is needed.

Does your library have all the BUCLD Proceedings?

The BUCLD Proceedings are a great resource for researchers and for students, and library sales help support the conference. Ask your librarian to order past volumes, and request a standing order for future volumes. Libraries can order directly from Cascadilla Press or through their favorite subscription agent.

Cascadilla Press **www.cascadilla.com**

Session A--Metcalf Small

Development of a Collective-Distributive Pragmatic Scale

Ramon Padilla-Reyes (The Ohio State University)
John Grinstead (The Ohio State University)
Melissa Nieves Rivera (The Ohio State University)

This paper addresses the development and interaction between distributive and collective interpretation of plural quantifiers in Puerto Rican Spanish. Dotlačil (2010) claims that quantifiers form a collective-distributive pragmatic scale, which at one extreme includes lexically distributive quantifiers *each/every* and at the opposite (collective) extreme the contextually specified *some* and *the*. To explore whether child language evidence supports Dotlačil's theory, we tested children's acceptance of the lexical distributive *cada* (each) in Spanish and whether it predicts their acceptance of the plural definite *los* and *unos* (some). We administered a Truth Value Judgment Task to typically-developing, Spanish-speakers in Puerto Rico, across 7 age groups (5-10 and adults, n = 108). We found that all relevant quantifiers develop in parallel, and quantifiers such as *un* and *ningún* developed independently of *cada*, *unos* and *los*. Our data shows that what develops is a whole pragmatic system, where *cada* seems to be the driving force.

Session B--Conference Auditorium

Control, Raising, and the Problem of Generalization

Ava Irani (University of Pennsylvania)
Charles Yang (University of Pennsylvania)

How do English-learning children acquire raising and control predicates which can occur in similar surface environments (e.g., "They seem/want to be nice")? Furthermore, predicates such as *begin* can be used in both raising and control structures, which appears to raise a learnability puzzle (Becker 2006): What prevents the child from concluding that all control predicates are also raising as is *begin*, an over-generalization from which they could not retreat without negative evidence? We provide results from child-directed English that control and raising predicates cannot be reliably partitioned by the (statistical) indirect negative evidence of animacy, but can be distinguished by the positive evidence of non-thematic expletive subjects. The learnability problem does not arise because predicates such as *begin* fail to reach the critical threshold of generalization (the Tolerance Principle; Yang 2016).

Session C--Terrace Lounge

Lexical processing efficiency in preschool children: Influences of speech perception and inhibitory control

Tristan Mahr (University of Wisconsin)
Jan Edwards (University of Maryland)

Many studies have shown that expressive vocabulary size is the best predictor of lexical processing efficiency in toddlers and preschoolers. Spoken word recognition, however, involves a number of processes: encoding an acoustic signal, activating a neighborhood of candidate words, and choosing the correct candidate while inhibiting other competing choices. We asked whether individual differences in perceptual and inhibitory processes might provide more specific predictors of lexical processing efficiency than vocabulary size. A total of 137 typically developing 28-39 month-old children participated in a two-image looking-while-listening task with the mispronunciation paradigm. Expressive looking-while-listening task with the mispronunciation paradigm. Expressive vocabulary was measured with a standardized test, speech perception was measured using a minimal-pair discrimination task, and inhibitory control was measured using a shape stroop task. Using growth curve analysis, we found that speech perception and inhibitory control were more specific predictors of word recognition accuracy and efficiency than expressive vocabulary size.

Notes

Session A--Metcalf Small

Some pieces are missing: scalar implicatures in children

Sarah Eiteljoerge (Georg-August-Universitaet Goettingen)
Nausicaa Pouscoulous (University College London)
Elena Lieven (University of Manchester)

Until age 4, children, unlike adults, interpret *some* as compatible with *all*. The inability to draw the implicature from *some* to *not all* could indicate a delay in pragmatic abilities, despite evidence of other early pragmatic skills. However, little is known about children's implicature production.

We conducted a corpus study on early production and perception of *some*. Utterances containing *some* were extracted from the dense corpora of five British children aged 2;00 to 5;01 (N = 5.276) and their mothers (N = 5.430). All utterances were coded for structural and contextual categories allowing for judgments on implicature plausibility.

The findings indicate that children begin producing implicatures during their third year of life, shortly after they first produce *some*. Implicature production is low but matches their parent's input in frequency. This asymmetry between early production and comprehension calls for an explanation, possibly in terms of implicature derivation processing cost.

Session B--Conference Auditorium

Topicalization from adjuncts in English vs. Chinese vs. Chinese-English Interlanguage

Fred Zenker (University of Hawai'i)
Bonnie D. Schwartz (University of Hawai'i)

This study investigates whether adult L1-Chinese L2ers of English can become sensitive to a syntactic constraint in English that presents them with a poverty-of-the-stimulus problem. Adult L1-Chinese advanced L2ers of English completed closely-translated contextualized acceptability judgment tasks—in both English and their L1 Chinese—that tested the Adjunct Island Constraint using topicalization, a heretofore unexplored construction in L2 research; the English version was also completed by native English speakers. We crossed the variables “word order” (canonical; topicalization) and “clause type” (complement; *because*-adjunct) in a 2x2 design modeled on Sprouse, Wagers, and Phillips (2012) in which presence of a significant interaction between the variables (significantly lower acceptance in the topicalization & *because*-adjunct condition) would indicate an island effect. While both groups demonstrated an adjunct island effect in English, the Chinese speakers did not exhibit any such effect in Chinese. These results support the hypothesis that a domain-specific cognitive system constrains adult L2 acquisition

Notes

Session C--Terrace Lounge

Flexibility in nonverbal predictions supports language learning in infancy

Tracy Reuter (Princeton)
Casey Lew-Williams (Princeton University)

Prediction may be a language learning mechanism. This idea is supported by research showing that children with larger vocabularies (MCDI, PPVT) generate verbal predictions while processing language, and flexibly update predictions in light of new information. But do predictions support language learning, or vice-versa? In the present study, we assessed nonverbal prediction and vocabulary (MCDI) in 12-24-month-old infants (n=50). Infants with larger vocabularies were faster to update nonverbal predictions in light of new information. This work reveals that links between prediction and language learning extend beyond the verbal domain, and are apparent even in infancy. Given the vast potential for making inaccurate predictions, the ability to continuously update predictions may be crucial for learning. In ongoing experiments, we explore complex relations between language input, nonverbal prediction, verbal prediction, and language learning.

Session A--Metcalf Small

Children’s understanding of distributivity and adjectives of comparison

Anna De Koster (University of Groningen)
Jakub Dotlacil (University of Groningen)
Jennifer Spenader (University of Groningen)

Are childrens readings of adjectives-of-comparison like ‘different’ related to the development of distributivity? xAdults prefer collective readings with ‘the’-DPs. e.g. The boys pushed a car, means they pushed one car together. Replace ‘the’ with ‘each’ and adults only get distributive readings. Children allow both initially, gradually rejecting collective readings with ‘each’-DPs. Study 1 found that correctly rejecting collective readings with ‘each’-DPs correlated with rejecting distributive readings with ‘the’-DPs.

Study 2 investigated if children’s understanding of the adjective-of-comparison (AOC) ‘different’ is related to distributivity. If the boys pushed a different car, are there multiple cars (a sentence internal reading, similar to distributive readings), or did they push a different car than e.g. the girls (a discourse reading, similar to collective readings.)? Study 2 found children were more adult-like. However, rejecting the distributive interpretation with ‘the’ in Study 1 did not correlate with rejection of internal readings with ‘different’ in Study 2, contrary to our predictions.

Session B--Conference Auditorium

What cross-linguistic acquisition differences can tell us about invisible syntax: The case of Spanish ‘parecer’

Victoria Mateu (University of California, Los Angeles)

It has been argued that the experiencer argument of ‘seem’ is always syntactically projected, thus inducing intervention effects even when it is not overtly produced (Orfitelli, 2012; Snyder & Hyams, 2015). The goal of this study is to provide evidence for this claim by comparing children’s performance on StSR with English ‘seem’ and StSR with Spanish ‘parecer’ (seem). Spanish ‘parecer’ is ambiguous between a modal-like functional verb, which does not select an experiencer argument, and a lexical verb, which requires an overt experiencer (Ausin, 2001; Torrego, 2002). The results from our two comprehension studies support the predictions of grammar-based intervention accounts: English-speaking children perform equally poorly in the covert and overt experiencer conditions (p=.42). Conversely, Spanish-speaking children perform significantly better with functional ‘parecer’ than lexical ‘parecer’ (p<.006). This provides evidence that children’s difficulties with StSR must be related to the presence of an explicit or implicit intervening argument.

Session C--Terrace Lounge

Understanding the “word gap”: Cognitive control and processing effects

Erin Hollister (University of Maryland College Park)
Yi Ting Huang (University of Maryland College Park)

It is often assumed that SES differences in vocabulary size result from variation in caregiver input. However, these effects may also reflect how input is interpreted during learning. Real-time demands generate non-adultlike parsing in children, which may contribute to inefficient syntactic bootstrapping. To test this pathway, this study examined 4- to 5-year-olds that differed in family income and parental education, but not age and language abilities. Cognitive-control abilities were assessed through a child-friendly Stroop task. Parsing was assessed through a word-learning task involving active and passive sentences. Unlike actives, passives present challenges for children who incrementally analyze NPs as agents but fail to revise after the past participle/by-phrase. Analyses revealed that SES differences in Incongruent-Stroop accuracy were correlated with word-learning accuracy for passives. Relationships did not emerge for actives. These results suggest that cognitive factors that impact how children interpret what they hear may contribute to variation in word learning.

Notes

Blank area with horizontal lines for taking notes.

Alternates

Statistical learning of multiple structures by 8-month-old infants

Federica Bulgarelli (Penn State University)
Viridiana Benitez (University of Wisconsin-Madison)
Jenny Saffran (UW-Madison)
Krista Byers-Heinlein (Concordia University)
Daniel Weiss (Penn State University)

Infants can segment speech by tracking statistical regularities in adjacent syllables. Bilingual infants face the challenging task of tracking the statistical structure of two languages. This may be particularly difficult when phonetic inventories overlap or when there are no explicit cues to when each language is being spoken. We presented 8-month-old infants with two overlapping artificial languages in a speech segmentation task and tested if they could track each separately. After establishing that infants could segment each language in isolation (Experiment 1), infants heard two artificial languages in succession, and were tested on the first language (Experiment 2) or the second language (Experiment 3). Despite infants having segmented each language in isolation (Experiment 1), they did not exhibit segmentation in Experiments 2 or 3. Infants of this age may not easily represent multiple statistical structures separately, possibly due to overlap between languages or difficulties with retention.

Alternates

The acquisition of number concepts and numerical language in Yucatec Maya

Lindsay Butler (Penn State University)

The effects of conceptual number information on the acquisition of numerical language are well established for English (e.g. Barner et al., 2012, Zapf and Smith, 2008, Lanter and Basche, 2014). This is a study of the effects of set size on the production and comprehension of numerical language (optional plural morphemes and number words) with very young speakers of Yucatec Maya. We also examined the relationship between these factors and the acquisition of the meaning of number words. Comprehension of the plural morpheme was high though it was produced at a low rate. Set size did not predict the comprehension of the plural morpheme, but education and acquisition of the meaning of number words did. Set size predicted the accurate production of number words. These findings are similar to the production and comprehension of the plural by adult speakers of Yucatec Maya but dissimilar to English-speaking children acquiring the plural.

Alternates

Age and turn type in Mayan children’s predictions about conversational turn-taking

Marisa Casillas (Max Planck Institute for Psycholinguistics)
Penelope Brown (Max Planck Institute for Psycholinguistics)
Stephen Levinson (Max Planck Institute for Psycholinguistics)

Long before their first words, children show competence with interactional turn taking and non-verbal interactive behaviors. However, they don’t master verbal response timing in spontaneous conversation until age 6 or later. Prior work has focused almost exclusively on Western populations. We examined turn prediction in an indigenous Tzeltal Mayan community where caregivers less frequently engage in child-centric, face-to-face verbal interaction. We recorded 38 children’s eye movements (ages 0;2–3;10) as they watched short videos of conversation between two animated figures in the local language. Children’s anticipatory gaze switches to upcoming speakers increased significantly with age and longer inter-turn gaps (as in Western children), but not for response-eliciting turns (unlike Western children). These findings are the first to show that early turn-taking skills in children with considerably less early interactive experience are comparable to Western averages, lending support to the idea of a general and early human competence for social interaction.

Notes

ALTERNATES

Alternates

Intervention Effects in Korean: Experimental L1 Evidence

Jiyoung Choi (University of Nantes)
Hamida Demirdache (University of Nantes)

This paper presents a novel experimental study of intervention effects for wh-in-situ argument questions, triggered by the NPI *amwuto* ‘anyone’ in Korean. In this wh-in-situ language, when an NPI appears in subject position, the object wh-phrase must obligatorily be scrambled over the NPI. A negative question involving an NPI (NNQ) where the wh-phrase remains in-situ is unacceptable on a wh-interrogative reading since the NPI induces an intervention effect, but acceptable only on a yes/no-question reading. An interpretation verification task was conducted with 25 monolingual children aged from 5 to 7 to examine whether they have the adult pattern of distribution of intervention effects. The results revealed that children from age 5 know the subject NPI triggers intervention effects for the object wh-phrase in-situ. However, we found that unacceptability of the NNQ on a wh-question reading was not as strong as one might expect.

Alternates

Early knowledge of relative clause islands and island repair

Mike Fetters (University of Maryland)
Jeffrey Lidz (University of Maryland)

Island constraints have been a central focus of formal linguistics, as these constraints represent restrictions on otherwise unbounded dependencies, and have played a central role in arguments from the Poverty of the Stimulus. Early work on the acquisition of relative clause islands was consistent with preschool-aged children being sensitive to relative clause islands. However, the observed effects may have been due to design features of the materials, and not indicative of grammatical knowledge. This study controls for these factors by introducing experimental context that make salience both grammatical and ungrammatical resolutions of the test question. Additionally, a condition with sluiced test questions is added, which syntactically and semantically analogous but are reported not to exhibit island effects. Children exhibited a significantly greater proportion of Embedded responses in the Sluicing condition than the Island condition, thus demonstrating that children display island sensitivity in standard wh-questions, but not in corresponding sluiced questions.

Notes

Alternates

Learning rules, templates and schemas in parallel

Vsevolod Kapatsinski (University of Oregon)

Adult participants were presented with miniature artificial languages that could be interpreted as exemplifying either subtraction (deletion of a specific structure, the final vowel) or a meaningful phonological template / schema (changing the input to result in a specific shape, CVCVC). After experiencing CVCVCV singulars mapping onto CVCVC plurals, participants were tested on CVCV singulars. For these test stimuli, subtraction demands a CVC output, while the schema demands a CVCVC output, predicting addition. Both kinds of output were observed. However, addition was especially likely when a particular consonant, [k], was overattested in the word-final position during training, reducing the participants’ uncertainty regarding which consonant should be added. I conclude that learners are likely to reanalyze subtractive morphological systems as involving templatic morphology or truncation when subtraction tends to result in a particular specific output structure.

Alternates

Prominence Shifts in Second Language English and Spanish:
Learning versus Unlearning

Jeffrey Klassen (McGill University)
Annie Tremblay (University of Kansas)
Michael Wagner (McGill University)
Heather Goad (McGill University)

English freely allows for prominence to be shifted leftward in the sentence in cases where an element is focused while Spanish is less permissive, only allowing prominence to be shifted in cases of corrective focus (Klassen et al., 2016; Ladd, 2008; Zubizarreta, 1998). In second language (L2) acquisition, the influence of the L1 grammar entails that English speakers learning Spanish will be exposed to cases in the L2 input where prominence is not shifted in contexts where it would be expected in English. For Spanish speakers learning English, the L2 input involves the presence of an unexpected prominence shift. We argue that a lack of prominence shift when it is expected is harder to accommodate semantically than an unexpected shift in prominence, which would give learners an advantage in the case of English L1/Spanish L2. We provide production data that support this claim.

Alternates

Cross-linguistic influence in bilingual processing: An ERP study

Gita Martohardjono (The Graduate Center, City University of New York (CUNY))
Ian Phillips (The Graduate Center, CUNY)
Christen N. Madsen II (The Graduate Center, CUNY)
Ricardo Otheguy (The Graduate Center, CUNY)
Valerie L. Shafer (The Graduate Center, CUNY)
Richard G. Schwartz (The Graduate Center, CUNY)

We use event-related potentials (ERP) to measure processing of Spanish sentences in first- and second-generation Spanish-English bilinguals. Ungrammatical Complex NP sentences (which align with English constraints) elicited a P600 component while ungrammatical Comp-trace sentences (which are opposite in English) elicited an N400. We analyzed the influence of demographic and language use variables on component amplitude with a Mixed-Effects Model. For Complex NP sentences, P600 amplitude was not modulated by any variables. For Comp-trace sentences, English usage (but NOT generation) predicted N400 amplitude (less English=larger N400). The results suggest that cross-linguistic influence from the later-learned language is detectable at the neurophysiological level and processing strategies are dynamic and sensitive to ambient language factors. These findings t from recent heritage language research in which the main findings from traditional tasks and analyses point to systematic differences between speaker groups, thereby suggesting a homogeneous “heritage Spanish” distinct from a “native Spanish”.

Alternates

Variable experience improves infants’ recognition of words spoken in an unfamiliar accent

Christine Potter (University of Wisconsin-Madison)
Jenny Saffran (UW-Madison)

Accented speech poses a challenge for listeners, particularly those with limited knowledge of their language. We explored the possibility that hearing variable speech might facilitate comprehension. 15- and 18-month-old infants were exposed to passages of multi-talker speech and subsequently tested on their recognition of familiar words spoken in an unfamiliar (British) accent. Passages were spoken in a familiar (American) accent, a single unfamiliar accent (British), or a variety of accents (Australian, Southern, Indian). While 15-month-olds successfully recognize familiar words spoken in a familiar accent, they never demonstrated understanding of the unfamiliar accent. 18-month-olds also failed to recognize words spoken in unfamiliar accent after exposure to the familiar or single unfamiliar accent. However, they succeeded after exposure to mixed accents, suggesting that as they get older, infants are better able to exploit the cues provided by variable speech, and increased variability across multiple dimensions can be advantageous for young listeners.

Notes

Alternates

The effects of linguistic context on visual attention while learning novel verbs

Matthew James Valleau (Boston University)
Sudha Arunachalam (Boston University)

We asked whether toddlers' verb acquisition is influenced by how they visually inspect the referent event. Two year olds first heard novel verbs flanked by either content nouns (e.g., "The boy is gonna pick a balloon") or pronouns ("He is gonna pick it") and then viewed a dynamic event. We analyzed toddlers' gaze during the event to ascertain the effect of the previously heard linguistic context on their attention to the agent and object, and tested whether they could extend the verb to a new exemplar. We found that their attention was related to both the linguistic context they had previously heard (content nouns yielded greater attention to the object than pronouns) and whether or not they extended the verb correctly. The linguistic context thus affected not just toddlers' final representation of the verb's meaning, but also how they "zoomed in on" the scene initially.

Alternates

Statistical Learning Requires a Two-Step Process

Hao Wang (University of Southern California)
Toby Mintz (University of Southern California)

Notes

Alternates

The Acquisition of Number Agreement in What BE these/those Sentences in English

Rong Yin (University of Massachusetts Amherst)

Examining the longitudinal data from Abe, Becky and Peter from the CHILDES database, I find that they shift from using singular agreement to using plural agreement in What BE these/those sentences. It seems natural to say that a child who says "What is these?" is treating the copula as unmoved and agreeing with what and not these. However, I argue that a closer look at the data suggests that agreement in a multidominance framework (cf. Johnson 2007) can better capture the acquisition path of agreement in these types of sentences. I propose that the agreement pattern observed can be accounted for by a two-stage Agree system: children shift from agreement occurring between the copula in its highest position and its specifier (i.e., Singular Agreement Stage), to agreement occurring between the copula in its lowest position and its specifier (i.e., Plural Agreement Stage).

Publisher Addresses

Cascadilla Press
PO Box 440355
Somerville, MA 02144
www.cascadilla.com

Cambridge University Press
1 Liberty Plaza, Floor 20
New York, NY 10006
www.cambridge.org

Gallaudet University Press
800 Florida Avenue, NE
Washington, DC 20002
www.gupress.gallaudet.edu

John Benjamins Publishing Company
PO Box 36224
NL-1020 ME
Amsterdam, The Netherlands
<https://benjamins.com>

MIT Press
One Rogers Street
Cambridge MA 02142-1209
www.mitpress.mit.edu

Oxford University Press
198 Madison Avenue
New York, NY 10016
www.global.oup.com

Taylor & Francis Group
2&4 Park Square
Milton Park, Abingdon, OX14 4RN
taylorandfrancis.com

Author Addresses

Lina Abed Ibrahim
University of Oldenburg
lina.abed.ibrahim@uni-oldenburg.de

Lauren B. Adamson
Georgia State University
ladamson@gsu.edu

Flavia Adani
University of Potsdam
adani@uni-potsdam.de

Frans Adriaans
New York University
frans.adriaans@nyu.edu

Hyunah Ahn
University of Hawai'i - Mānoa
hyunah.ahn@hawaii.edu

Kholoud Al-Thubaiti
Umm Al-Qura University
kathubaiti@uqu.edu.sa

Haifa Alatawi
University of Leeds
mlhea@leeds.ac.uk

Artemis Alexiadou
ZAS (Zentrum für Allgemeine Sprachwissenschaft) & Humboldt University
artemis.alexiadou@hu-berlin.de

Shanley Allen
University of Kaiserslautern
allen@sowi.uni-kl.de

Asli Altan
Okan International University
aslialtantr@gmail.com

Curt Anderson
Michigan State University
curtanderson@gmail.com

Merete Anderssen
UiT The Arctic University of Norway
merete.anderssen@uit.no

Hohenberger Annette
Middle East Technical University
hohenber@metu.edu.tr

Stephanie Antetomaso
The Ohio State University
antetomaso.2@osu.edu

Kyriakos Antoniou
University of Cambridge and Université Libre de Bruxelles
ka353@cam.ac.uk

Athulya Aravind
Massachusetts Institute of Technology
aaravind@mit.edu

Maria Arche
University of Greenwich
archemaria@gmail.com

Arielle Borovsky
Florida State University
borovsky@psy.fsu.edu

Sharon Armon-Lotem
Bar Ilan University
sharon.armonlotem@gmail.com

Andrew Armstrong
University of Illinois at Urbana-Champaign
andrew.g.armstrong@gmail.com

Meghan Armstrong
UMass Amherst
armstrong@umass.edu

Sudha Arunachalam
Boston University
sarunach@bu.edu

Emily Atkinson
Johns Hopkins University
eatkins7@jhu.edu

Jennifer Austin
Rutgers University
jbaustin@andromeda.rutgers.edu

David Barner
University of California, San Diego
barner@ucsd.edu

Christopher Baron
University of Maryland, College Park
cjbaron@umd.edu

Marie-Julie Béliveau
Université de Montréal
marie-julie.beliveau@umontreal.ca

Adriana Belletti
University of Geneva, University of Siena
adriana.belletti@unisi.it

Viridiana Benitez
University of Wisconsin-Madison
vbenitez@wisc.edu

Anamaria Bentea
University of Geneva
anabentea@gmail.com

Kristine Bentzen
UiT The Arctic University of Norway
kristine.bentzen@uit.no

Sanne Berends University of Amsterdam s.berends2@uva.nl	Diane Brentari University of Chicago dbrentari@uchicago.edu	Caitlin Canfield New York University School of Medicine caitlin.canfield@nyumc.org	Anna Chromá Charles University, Faculty of Arts anicka.chroma@gmail.com
Elika Bergelson University of Rochester/Duke University elika.bergelson@gmail.com	Birit F. P. Broekman Singapore Institute for Clinical Sciences/National University of Singapore/National University Hospital, National University Health System birit_broekman@sics.a-star. edu.sg	Myriam Cantú-Sánchez La Universitat Autònoma de Barcelona myriam.cantu.s@gmail.com	Kaili Clackson University of Cambridge
Catherine Berner University of California, Berkeley catherineberner@berkeley.edu	Patricia Brooks College of Staten Island and the Graduate Center, CUNY patricia.brooks@csi.cuny.edu	Naomi Caselli Boston University nkc@bu.edu	Elizabeth Clerkin Indiana University emclerki@indiana.edu
Dana Bernier University of Waterloo dbernier@uwaterloo.ca	Penelope Brown Max Planck Institute for Psycholinguistics penelope.brown@mpi.nl	Marisa Casillas Max Planck Institute for Psycholinguistics marisa.casillas@mpi.nl	Erin Conwell North Dakota State University econwell@gmail.com
Maxine Berthiaume University of Ottawa mbert094@uottawa.ca	Federica Bulgarelli Penn State University fub113@psu.edu	Carolyn Cates NYU School of Medicine carolyn.cates@nyumc.org	Felicity Cox Macquarie University felicity.cox@mq.edu.au
Alexis Black The University of British Columbia akblack2g@gmail.com	Nyssa Bulkes University of Illinois at Urbana-Champaign bulkes2@illinois.edu	Hui Chen Macquarie University hui.chen@mq.edu.au	Sarah Creel University of California, San Diego screel@ucsd.edu
Veronika Bláhová Institute of Psychology CAS blahova.v@atlas.cz	Nicole Burke University of Chicago nicoleburke@uchicago.edu	Jenny Chen Wellesley College jchen12@wellesley.edu	Alejandro Cuza Purdue University acuza@purdue.edu
Cynthia Blanco The University of Texas at Austin cynthiapblanco@gmail.com	Guro Busterud NTNU Norwegian University of Science and Technology guro.busterud@ntnu.no	Jiyoung Choi University of Nantes choi.jiyoung1003@gmail.com	Anne Dahl NTNU Norwegian University of Science and Technology anne.j.dahl@ntnu.no
Damián Blasi University of Zurich damianblasi@gmail.com	Lindsay Butler Penn State University lindsaykaybutler@gmail.com	Sea Hee Choi University of Illinois at Urbana-Champaign schoi76@illinois.edu	Kathryn Davidson Harvard University kathryndavidson@fas.harvard. edu
Ivan Bondoc University of Hawai'i - Mānoa ipbondoc@hawaii.edu	Krista Byers-Heinlein Concordia University k.byers@concordia.ca	Vicky Chondrogianni University of Edinburgh v.chondrogianni@ed.ac.uk	Benjamin Davies Macquarie University ben.davies@mq.edu.au
Heather Bortfeld University of California, Merced hbortfeld@ucmerced.edu	Elizabeth Byrne MRC-CBU	Yap Seng Chong Singapore Institute for Clinical Sciences/National University of Singapore/National University Hospital, National University Health System yap_seng_chong@sics.a-star. edu.sg	Nicola Davies-Jenkins University of Edinburgh ndavies2@exseed.ed.ac.uk
Veronica Boyce Massachusetts Institute of Technology vboyce@mit.edu	Jennifer Cabrelli Amaro University of Illinois at Chicago jennifer.cabrelli@gmail.com	Kiel Christianson University of Illinois at Urbana-Champaign kiel@illinois.edu	Timothy Dawson University of Pennsylvania
Mika Braginsky Stanford University mika.br@gmail.com			Cecile De Cat University of Leeds c.decat@leeds.ac.uk
			Anna De Koster University of Groningen annadekoster@gmail.com

Juliana De la Mora La Universidad Autónoma de Querétaro juliana.delamora@gmail.com	Melisa Dracos Baylor University melisa_dracos@baylor.edu	Lucy Erickson University of Maryland, College Park lucy.c.erickson@gmail.com	Margaret Friend San Diego State University mfriend@mail.sdsu.edu
Stephanie DeAnda San Diego State University & University of California, San Diego sdeanda21@gmail.com	John E. Drury SUNY Stony Brook john.drury@stonybrook.edu	Annette Estes University of Washington estesa@u.washington.edu	Lauren Fromont Université de Montréal lauren.fromont@umontreal.ca
Kamil Deen University of Hawai'i - Mānoa kamil@hawaii.edu	Sithembinkosi Dube Macquarie University; ARC Centre of Excellence in Cognition and its Disorders (CCD) sithembinkosi.dube@mq.edu.au	Neiloufar Family University of Kaiserslautern family@rhrk.uni-kl.de	Yoshiki Fujiwara Meiji Gakuin University/ University of Connecticut sonyoshiki@gmail.com
Laurent Dekydtspotter Indiana University ldekydts@indiana.edu	Rachel Dudley University of Maryland redudley@umd.edu	Judit Fazekas University of Edinburgh fffjudit@gmail.com	Chiara Gambi University of Edinburgh cgambi@exseed.ed.ac.uk
Audrey Delcenserie Université de Montréal audrey.delcenserie@umontreal.ca	Stephanie Durrleman University of Geneva stephanie.durrleman@unige.ch	Naomi Feldman University of Maryland nhf@umd.edu	Liqun Gao Beijing Language and Culture University 1135349511@qq.com
Özlem Ece Demir-Lira University of Chicago ece@uchicago.edu	Tessa Eagle University of Rochester eagle.tessa@gmail.com	Christopher Fennell University of Ottawa fennell@uottawa.ca	Guilherme Duarte Garcia McGill University guilherme.garcia@mail.mcgill.ca
Hamida Demirdache University of Nantes hamida.demirdache@univ-nantes.fr	Catharine Echols The University of Texas at Austin catharineechols@gmail.com	Leigh Fernandez University of Kaiserslautern leigh.fernandez@sowi.uni-kl.de	Rowena Garcia IDEALAB (International Doctorate for Experimental Approaches to Language and Brain), University of Potsdam rgarcia@uni-potsdam.de
Katherine Demuth Macquarie University katherine.demuth@mq.edu.au	Jan Edwards University of Maryland jedwards2@wisc.edu	Mike Fetters University of Maryland mfetters@umd.edu	Isabel García del Real University of the Basque Country isigdr@gmail.com
Jeruen Dery ZAS (Zentrum fuer Allgemeine Sprachwissenschaft) Berlin dery@zas.gwz-berlin.de	Inge-Marie Eigsti University of Connecticut inge-marie.eigsti@uconn.edu	Mareike Finke Medical University of Hannover, Cluster of excellence Hearing4all	Ainara García Sanz University of the Basque Country agarcia485@ikasle.ehu.eus
Jelena Didriksen UiT The Arctic University of Norway jdi000@post.uit.no	Sarah Eiteljoerge Georg-August-Universitaet Goettingen sarah.eiteljoerge@psych.uni-goettingen.de	Molly Flaherty The University of Chicago mflaherty@uchicago.edu	Anna Gavarró Autonomous University of Barcelona anna.gavarró@uab.cat
Nevena Dimitrova Georgia State University nevena.e.dimitrova@gmail.com	Elizabeth Suskind The University of Chicago Medicine bsuskind@surgery.bsd.uchicago.edu	Blanca Flores-Avalos Instituto Nacional de Rehabilitación botrops26@hotmail.com	Maria Geffen University of Pennsylvania mgeffen@mail.med.upenn.edu
Jakub Dotlacil University of Groningen j.dotlacil@gmail.com	Micha Elsner The Ohio State University melsner@ling.osu.edu	Hannah Forsythe Michigan State University forsyt40@msu.edu	Fred Genesee McGill University fred.genesee@mcgill.ca
Elizabeth Dovenberg Northeastern University dovenberg.e@husky.neu.edu		Konstantinos Francis University of Athens & Kuwait Center for Mental Health cfrancis@otenet.gr	Dedre Gentner Northwestern University gentner@northwestern.edu
		Michael Frank Stanford University mcf Frank@stanford.edu	

Nathan George Adelphi University nate.r.george@gmail.com Stanimira Georgieva University of Cambridge	Jorge González Alonso University of Reading & UiT The Arctic University of Norway jorge.gonzalez.alonso@uit.no	Yair Haendler University of Potsdam yairhen@gmail.com	Saar Hommes University of Groningen saarhommes@gmail.com
Carlo Geraci Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS) carlo.geraci76@gmail.com	Corina Goodwin University of Connecticut corinag@gmail.com	Matthew Hall University of Connecticut matthall.research@gmail.com	Bradly Hoot DePaul University bhoot@depaul.edu
Juliana Gerard Ulster University jgerard@umd.edu	Matthew Goodwin Northeastern University m.goodwin@neu.edu	Casey Hall University of Chicago chall8@uchicago.edu	Holger Hopp TU Braunschweig h.hopp@tu-bs.de
Judit Gervain Université Paris Descartes, CNRS UMR 8242 judit.gervain@parisdescartes.fr	Rachel Gordon Boston University rgordon31194@gmail.com	Cornelia Hamann University of Oldenburg cornelia.hamann@uni- oldenburg.de	Laura Horton University of Chicago laurahorton@uchicago.edu
Charlene Gilbert Indiana University cg25@indiana.edu	Fiona Gorrie University of Edinburgh	Masahiro Hara Truman State University mhara@truman.edu	Nina Hsu University of Maryland College Park ninahsu@umd.edu
Lila Gleitman University of Pennsylvania gleitman@psych.upenn.edu	Eileen Graf NORC at the University of Chicago graf-eileen@norc.org	Sophie Hardy University of Warwick s.m.hardy@warwick.ac.uk	Yi Ting Huang University of Maryland College Park ythuang1@umd.edu
Teodora Gliga Centre for Brain and Cognitive Development, Birkbeck, University of London t.gliga@bbk.ac.uk	Myrto Grigoroglou University of Delaware myrto31@gmail.com	Zara Harmon University of Oregon zforough@uoregon.edu	Carla Hudson Kam The University of British Columbia carla.hudsonkam@ubc.ca
Heather Goad McGill University heather.goad@mcgill.ca	John Grinstead The Ohio State University grinstead.11@osu.edu	Sherry He The University of Chicago xsherryhe@gmail.com	Aafke Hulk University of Amsterdam a.c.j.hulk@uva.nl
Tilbe Goksun Koç University tgoksun@ku.edu.tr	Theres Grüter University of Hawai'i - Mānoa theres@hawaii.edu	Kristi Hendrickson University of Iowa krishen14@gmail.com	Dea Hunsicker Horizons for Homeless Children dhunsicker@horizonschildren. org
Susan Goldin-Meadow University of Chicago sgsg@uchicago.edu	Pedro Guijarro-Fuentes University of Balearic Islands p.guijarro@uib.es	Petra Hendriks University of Groningen p.hendriks@rug.nl	Shunichiro Inada Meiji Pharmaceutical University inada@my-pharm.ac.jp
Roberta Golinkoff University of Delaware roberta@udel.edu	Margarita Gulian Leiden University margarita.gulian@gmail.com	Kasia Hitzenko University of Maryland khit@umd.edu	Isaiah Innis Indiana University isainnis@indiana.edu
Lucía Gomez Marzo Autonomous University Barcelona lucia.gomez@e-campus.uab. cat	Natalia Brambatti Guzzo McGill University nataliaguzzo@me.com	Barbara Hoehle University of Potsdam hoehle@uni-potsdam.de	Sakumi Inokuma Jissen Women's University inokuma-sakumi@jissen.ac.jp
	Martin Hackl Massachusetts Institute of Technology hackl@mit.edu	Bart Hollebrandse University of Groningen b.hollebrandse@rug.nl	Tania Ionin University of Illinois at Urbana-Champaign tionin@illinois.edu
	Valentine Hacquard University of Maryland hacquard@umd.edu	Erin Hollister University of Maryland College Park emhollis@umd.edu	

Ava Irani University of Pennsylvania avairani@sas.upenn.edu	Kalliopi Katsika University of Kaiserslautern katsika@sowi.uni-kl.de	Kenneth Kwek KK Women's and Children's Hospital kenneth.kwek.yc@kkh.com.sg	Clara Levelt Leiden University c.c.levelt@hum.leidenuniv.nl
Maialen Iraola Azpiroz University of Kaiserslautern & University of the Basque Country iraola.maialen@sowi.uni-kl.de	Napoleon Katsos University of Cambridge nk248@cam.ac.uk	Renato Lacerda University of Connecticut renato.lacerda@uconn.edu	Stephen Levinson Max Planck Institute for Psycholinguistics
Miwa Isobe Tokyo University of the Arts miwa@ms.geidai.ac.jp	Kaya Utku Middle East Technical University kayautku@gmail.com	Catherine Laing Duke University catherinelaing24@gmail.com	Casey Lew-Williams Princeton University caseylw@princeton.edu
Mike Iverson Indiana University mikeiver@indiana.edu	Nina Kazanina University of Bristol nina.kazanina@bristol.ac.uk	Laura Lakusta Montclair State University lakusta@gmail.com	Jincai Li Harvard University, Shanghai Jiao Tong University jincaili@fas.harvard.edu
Juhani Järvikivi University of Alberta jarvikiv@ualberta.ca	Melissa Kibbe Boston University kibbe@bu.edu	Sarah Lam Singapore Institute for Clinical Sciences sarah_lam@sics.a-star.edu.sg	Xiaoqian Li Singapore University of Technology and Design xiaoqian_li@mymail.sutd.edu.sg
Isabel Nadine Jensen UiT The Arctic University of Norway isabelnadine@hotmail.com	Mikhail Kissine Université Libre de Bruxelles mkissine@ulb.ac.be	Sandy LaTourrette Northwestern University alexanderlatourrette2019@u.northwestern.edu	Jeffrey Lidz University of Maryland jlidz@umd.edu
Megan Johanson megan.johanson@gmail.com	Jeffrey Klassen McGill University jeffrey.klassen@mail.mcgill.ca	Elaine Lau University of Hawai'i - Mānoa elau@hawaii.edu	Elena Lieven University of Manchester elena.lieven@manchester.ac.uk
Nerys John Bangor University	Alix Kowalski University of Maryland, College Park kowalski@umd.edu	Tania Leal Indiana University tanial@unr.edu	Diane Lillo-Martin University of Connecticut dianelillomartin@me.com
Tiffany Judy Wake Forest University judyte@wfu.edu	Marleen Kremer University of Groningen marleenkremer@hotmail.com	Thomas Hun-tak Lee Chinese University of Hong Kong huntaklee@cuhk.edu.hk	Anne Lingwall Rutgers University anne.lingwall@rutgers.edu
Elahe Kamari Allameh Tabataba'i University, elahe.kamari4@gmail.com	Manuel Kriz Ecole Normale Supérieure (LSCP) manuel.kriz@icloud.com	Kristin Leffel The University of Chicago Medicine kleffel@surgery.bsd.uchicago.edu	Paij Lintz The Ohio State University paijlintz3@gmail.com
Carissa Kang Cornell University ck577@cornell.edu	Jeremy Kuhn Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS) jeremy.d.kuhn@gmail.com	Margaret Ka-yan Lei Chinese University of Hong Kong margaret.lei@link.cuhk.edu.hk	Jinhong Liu University of Nantes liujh@gcu.edu.cn
Vsevolod Kapatsinski University of Oregon vkapatsi@uoregon.edu	Carmen Kung Macquarie University carmen.kung@mq.edu.au	Natalia Lemmerth University of Mannheim nlemmert@mail.uni-mannheim.de	Björn Lundquist UiT the Arctic University of Norway bjorn.lundquist@uit.no
Enkeleida Kapia Center for Albanian Studies ekapia@bu.edu	Hisao Kurokami Mie University 115m204@m.mie-u.ac.jp	Victoria Leong University of Cambridge vvec2@cam.ac.uk	Oana Lungu University of Nantes oanalungu82@gmail.com
Hazal Kartalkanat Koç University hkartalkanat@ku.edu.tr			Gary Lupyan University of Wisconsin Madison lupyan@wisc.edu

Barbara Lust Cornell University bcl4@cornell.edu	Dominic Massaro University of California, Santa Cruz massaro@ucsc.edu	Toby Mintz University of Southern California tmintz@usc.edu	Emma Nguyen University of Connecticut emma.nguyen@uconn.edu
Weiyi Ma Macquarie University weiyi.ma@mq.edu.au	Sarah Massicotte-Laforge Université du Québec à Montréal massicotte-laforge.sarah@courrier.uqam.ca	Sanako Mitsugi University of Kansas mitsugi@ku.edu	Melissa Nieves Rivera The Ohio State University nievesrivera.2@osu.edu
Christen N. Madsen II The Graduate Center, City University of New York cmadsen@gradcenter.cuny.edu	Victoria Mateu University of California, Los Angeles victoria.e.mateu@gmail.com	Kouki Miyazawa Fairy Devices Inc. kouki.miyazawa@riken.jp	Masaki Noguchi University of British Columbia mskngch@gmail.com
Rachel Magid Massachusetts Institute of Technology rwmagid@gmail.com	Jessica D. Mayo Yale Child Study Center jessica.mayo@gmail.com	Steven Moran University of Zurich steven.moran@uzh.ch	Jared Novick University of Maryland College Park jnovick1@umd.edu
James S. Magnuson University of Connecticut james.magnuson@uconn.edu	Reiko Mazuka RIKEN Brain Science Institute mazuka@brain.riken.jp	Marzieh Mortazavinia McGill University marzieh.mortazavinia@mail.mcgill.ca	William O'Grady University of Hawai'i - Mānoa ogrady@hawaii.edu
Tristan Mahr University of Wisconsin tristan.mahr@wisc.edu	Natalia Meir Bar-Ilan University natalia.meir@gmail.com	Grant Muagututia University of Hawai'i - Mānoa granttm@hawaii.edu	Reiko Okabe Nihon University rokabe@law.nihon-u.ac.jp
Claudia Manetti University of Siena manetticlaudia@gmail.com	Alan Mendelsohn NYU School of Medicine alm5@nyu.edu	Daniela Müller Ludwig Maximilian University of Munich daniela.mueller@phonetik.uni-muenchen.de	Paul Olejarczuk University of Oregon paulo@uoregon.edu
Nivedita Mani University of Göttingen nivedita.mani@psych.uni-goettingen.de	Deanna Mendez Montclair State University mendezd4@mail.montclair.edu	Allyson Myers San Diego State University ally.c.myers@gmail.com	Akira Omaki Johns Hopkins University omaki@uw.edu
Josita Maouene Grand Valley State University maouenej@gvsu.edu	Katherine Messenger University of Warwick k.messenger@warwick.ac.uk	Letitia Naigles University of Connecticut letitia.naigles@uconn.edu	Mitsuhiko Ota University of Edinburgh mits@ling.ed.ac.uk
Theodoros Marinis University of Reading t.marinis@reading.ac.uk	Stephan Meylan University of California, Berkeley meylan.stephan@gmail.com	Motoki Nakajima Nagano Prefectural College nakajima-motoki@nagano-kentan.ac.jp	Ricardo Otheguy The Graduate Center, City University of New York rotheguy@gc.cuny.edu
Marija Marinkovic Montclair State University marijamar@gmail.com	Karen Miller The Pennsylvania State University kxm80@psu.edu	Terue Nakato Kitasato University nakato@kitasato-u.ac.jp	Seyda Ozcaliskan Georgia State University seyda@gsu.edu
Fabienne Martin University of Stuttgart fabienne.e.martin@gmail.com	Kate Miller Indiana University Purdue University Indianapolis am27@indiana.edu	Mine Nakipoğlu Boğaziçi University nakipogl@boun.edu.tr	Ramon Padilla-Reyes The Ohio State University padillareyes.1@osu.edu
Gita Martohardjono The Graduate Center, City University of New York gmartohardjono@gc.cuny.edu	David Miller University of Reading uf.dmil@gmail.com	Mariia Naumovets University of Kaiserslautern mariia.naumovets@gmail.com	Juhi Pandey Children's Hospital of Philadelphia pandeyj@chop.edu
Crystal Marull Rutgers University crystal.marull@rutgers.edu		Elissa L. Newport Georgetown University eln10@georgetown.edu	Anna Papafragou University of Delaware apapafragou@psych.udel.edu

Julia Parish-Morris
Children's Hospital of
Philadelphia
julia.parish.morris@gmail.com

Sarah Paterson
Temple University
sjpaterson@mac.com

Matthew Patience
University of Toronto
matt.patience@utoronto.ca

Silvia Perez-Cortes
Rutgers University
silvikins@gmail.com

Marcus Perlman
University of California,
Merced
mperlman@gmail.com

Lynn Perry
University of Miami
lkperry@miami.edu

Ryan Peters
Florida State University
peters@psy.fsu.edu

Vanessa Petroj
University of Connecticut
vanessa.petroj@uconn.edu

Ian Phillips
The Graduate Center, City
University of New York
iphillips@gradcenter.cuny.edu

Martin Pickering
University of Edinburgh
martin.pickering@ed.ac.uk

Manuela Pinto
Utrecht University
m.pinto@uu.nl

Christine Potter
University of Wisconsin-
Madison
cepotter@wisc.edu

Diane Poulin-Dubois
Concordia University
diane.pouлиндubois@
concordia.ca

Nausicaa Pouscoulous
University College London
n.pouscoulous@ucl.ac.uk

Lucia Pozzan
University of Pennsylvania
lucia.pozzan@gmail.com

Amy Pratt
The Ohio State University
pratt.110@buckeyemail.osu.edu

Eloi Puig-Mayenco
Universitat Autònoma de
Barcelona
eloi.puig@gmail.com

Jennie Pyers
Wellesley College
jpyers@wellesley.edu

Hugh Rabagliati
University of Edinburgh
hugh.rabagliati@ed.ac.uk

Shahla Raghibdoust
Associate Professor of General
Linguistics, Allameh Tabataba'i
University
neishabour@hotmail.com

Mayra Ramirez
The University of Texas at
Austin
mayrachantal@utexas.edu

Julie Raymond
Université de Montréal
jiji_ray@hotmail.com

Claire Renaud
Arizona State University
claire.renaud@asu.edu

Pablo Requena
The University of Montana
pablo.requena@mso.umt.edu

Tracy Reuter
Princeton
treuter@princeton.edu

Lilia Rissman
University of Chicago
lilrissman@gmail.com

Leah Roberts
University of York
Yulia Rodina
MultiLing, University of Oslo
yulia.rodina@iln.uio.no

Jens Roeser
Nottingham Trent University
jens.roeser2014@my.ntu.ac.uk

Hannah Rohde
University of Edinburgh
hannah.rohde@ed.ac.uk

Jason Rothman
University of Reading
j.rothman@reading.ac.uk

Phaedra Royle
Université de Montréal
phaedra.royle@umontreal.ca

Esther Ruigendijk
University of Oldenburg,
Cluster of excellence
Hearing4all
esther.ruigendijk@uni-
oldenburg.de

Mark Sabbagh
Queen's University
sabbagh@queensu.ca

Jenny Saffran
UW-Madison
jsaffran@wisc.edu

Kevin Sailor
Lehman College, CUNY
kevin.sailor@lehman.cuny.
edu

Liliana Sanchez
Rutgers University
lsanchez@rutgers.edu

Elsa Santos
Université du Québec à
Montréal
santos.elsa@courrier.uqam.ca

Meghan Santulli
Temple University
santulli@udel.edu

Uli Sauerland
ZAS (Zentrum für Allgemeine
Sprachwissenschaft) Berlin
uli@alum.mit.edu

Seang Mei Saw
National University of
Singapore
seang_mei_saw@nuhs.edu.sg

Jeannette Schaeffer
University of Amsterdam
j.c.schaeffer@uva.nl

Amy J. Schafer
University of Hawai'i
aschafer@hawaii.
edu
Alexandra Schmitterer
Max Planck Institute for
Human Development
schmitterrama@posteo.de

Atty Schouwenaars
University of Oldenburg,
Cluster of excellence
Hearing4all
atty.schouwenaars@uni-
oldenburg.de

Melanie Steffi Schreiner
University of Göttingen
mschrei@gwdg.de

Sascha Schroeder
Max Planck Institute for
Human Development
sascha.schroeder@mpib-
berlin.mpg.de

Kathryn D. Schuler
Center for Brain Plasticity
and Recovery, Georgetown
University
kds71@georgetown.edu

Robert Schultz
Children's Hospital of
Philadelphia
schulzrt@chop.edu

Bonnie D. Schwartz
University of Hawai'i
bds@hawaii.edu

Richard G. Schwartz
The Graduate Center, City
University of New York
rschwartz@gc.cuny.edu

Anne Seery
NYU School of Medicine
anne.seery@nyumc.org
Liat Seiger-Gardner
Lehman College, CUNY
liat.seiger@lehman.cuny.edu

Jose Sequeros-Valle
University of Illinois at
Chicago
jseque3@uic.edu

Ludovica Serratrice
University of Reading
l.serratrice@reading.ac.uk

Valerie L. Shafer The Graduate Center, City University of New York vshafer@gc.cuny.edu	Rajka Smiljanic The University of Texas at Austin rajka@austin.utexas.edu	Koji Sugisaki Mie University sugisaki@ars.mie-u.ac.jp	Simge Topaloğlu Bogazici University simge.topaloglu711@gmail. com
Ruxue Shao Northwestern University ruxueshao2018@u. northwestern.edu	Linda Smith Indiana University smith4@indiana.edu	Wataru Sugiura Meiji Gakuin University sugiura.wataru0122@gmail. com	Annie Tremblay University of Kansas atrembla@ku.edu
Lynette Shek National University Hospital paev15@nus.edu.sg	Filip Smolik Institute of Psychology CAS smolik@praha.psu.cas.cz	Dana Suskind The University of Chicago Medicine d@surgery.bsd.uchicago.edu	Natacha Trudeau Université de Montréal natacha.trudeau@umontreal.ca
Rushen Shi Université du Québec à Montréal shi.rushen@uqam.ca	Jesse Snedeker Harvard University snedeker@wjh.harvard.edu	Brett Sutton Georgetown University brs39@georgetown.edu	John Trueswell University of Pennsylvania trueswel@psych.upenn.edu
Hiroyuki Shimada Meiji Gakuin University h_shimada0525@yahoo.co.jp	William Snyder University of Connecticut william.snyder@uconn.edu	Meghan Swanson University of North Carolina meghan.swanson@cidd.unc. edu	Angeline Sin Mei Tsui University of Ottawa atsui029@uottawa.ca
Bart Siekman University of Amsterdam bartsiekman@gmail.com	Nancy Soja Northeastern University n.soja@neu.edu	Kristen Syrett Rutgers University kristen.syrett@rutgers.edu	Eylul Turan Koç University eturan13@ku.edu.tr
Catriona Silvey University of Chicago casilvey@uchicago.edu	Jennifer Soriano jusroriano@post.upm.edu.ph	Aya Takeda University of Hawai'i - Mānoa ayataked@hawaii.edu	Berna Uzundag Koç University buzundag13@ku.edu.tr
Elizabeth Simmons University of Connecticut elizabeth.a.simmons@uconn. edu	Jennifer Spenader University of Groningen j.spenader@ai.rug.nl	Nozomi Tanaka University of Hawai'i - Mānoa tanakan@indiana.edu	Matthew James Valleau Boston University valleaum@bu.edu
Barbora Skarabela University of Edinburgh bskarabela@gmail.com	Mahesh Srinivasan University of California, Berkeley srinivasan@berkeley.edu	Darren Tanner University of Illinois at Urbana-Champaign dstanner@gmail.com	Daniel Valois Université de Montréal daniel.valois@umontreal.ca
Dimitrios Skordos University of California, San Diego dskordos@ucsd.edu	Sabine Stoll University of Zurich sabine.stoll@uzh.ch	Akiko Terunuma Daito Bunka University terunuma@ic.daito.ac.jp	Suzanne van der Feest The University of Texas at Austin suzanne@austin.utexas.edu
Roumyana Slabakova The University of Southampton r.slabakova@soton.ac.uk	Iris Strangmann CUNY irisstrangmann@gmail.com	Arhonto Terzi Technological Educational Institute of W.Greece, Patras aterzi@teipat.gr	Angeliek van Hout University of Groningen a.m.h.van.hout@rug.nl
Petra Sleeman University of Amsterdam a.p.sleeman@uva.nl	Brent Strickland Ecole Normale Supérieure, PSL Research University Institut Jean Nicod, (ENS, EHESS, CNRS) stricklandbrent@gmail.com	Erik Thiessen Carnegie Mellon University thiessen@andrew.cmu.edu	Alma Veenstra University of Cambridge and Université Libre de Bruxelles almaveenstra@hotmail.com
Liz Smeets McGill University liz.smeets@mail.mcgill.ca	Jiajia Su McGill University jiajia.su@mail.mcgill.ca	Malathi Thothathiri George Washington University malathi@email.gwu.edu	Mariana Vega-Mendoza University of Edinburgh vega-mendoza.1@ buckeyemail.osu.edu
	Ayaka Sugawara Mie University ayakasug@ars.mie-u.ac.jp	Lyn Tieu Ecole Normale Supérieure (LSCP) lyn.tieu@gmail.com	Michael Wagner McGill University chael@mcgill.ca

Laura Wagner
Ohio State University
wagner.602@osu.edu

Elizabeth Wakefield
University of Chicago
ewakefield1@luc.edu

Hao Wang
University of Southern
California
wang970@usc.edu

Sam Wass
University of East London

Duane Watson
Vanderbilt University
dawatson@illinois.edu

Sandra Waxman
Northwestern University
s-waxman@northwestern.edu

Adriana Weisleder
NYU School of Medicine
adriana.weisleder@nyumc.
org

Daniel Weiss
Penn State University
djw21@psu.edu

Janet Werker
University of British
Columbia
jwerker@psych.ubc.ca

Marit Westergaard
UiT The Arctic University of
Norway & NTNU Norwegian
University of Science and
Technology
marit.westergaard@uit.no

James Whang
New York University
james.whang@nyu.edu

Lydia White
McGill University
lydia.white@mcgill.ca

Katherine White
University of Waterloo
white@uwaterloo.ca

Bodo Winter
University of Birmingham
bodo@bodowinter.com

Erica Wojcik
Skidmore College
wojcik.eric@gmail.com

Amanda Woodward
University of Chicago
woodward@uchicago.edu

Nan Xu Rattanasone
Macquarie University
nan.xu@mq.edu.au

Charles Yang
University of Pennsylvania
charles.yang@ling.upenn.edu

Fabian Yap
Nanyang Technology
University
fabian.yapkp@ntu.edu.sg

Kazuko Yatsushiro
ZAS (Zentrum fuer Allgemeine
Sprachwissenschaft) Berlin
kazukoyatsushiro@gmail.com

Rong Yin
University of Massachusetts,
Amherst
ryin@umass.edu

W. Quin Yow
Singapore University of
Technology and Design
quin@sutd.edu.sg

Chen Yu
Indiana University-
Bloomington
chenyu@indiana.edu

Amanda Rose Yuile
Queen's University
a.hammons@queensu.ca

Daniel Yurovsky
Stanford University
yurovsky@uchicago.edu

Anthi Zafeiri
Technological Educational
Institute of W. Greece, Patras
a.zafeiri@gmail.com

Fred Zenker
University of Hawai'i
fzenker@hawaii.edu

Pascal Zesiger
University of Geneva
pascal.zesiger@unige.ch

Yayun Zhang
Indiana University-
Bloomington
yayzhang@indiana.edu

Peng Zhou
Macquarie University
peng.zhou@mq.edu.au

Jayden Ziegler
Harvard University
jayden.r.ziegler@gmail.com

Shalom Zuckerman
Utrecht University
s.zuckerman@uu.nl

Index

A

Adamson, Lauren B. 25, 88
Adani, Flavia 18, 88
Adriaans, Frans 78, 88
Ahn, Hyunah 21, 88
Akhtar, Nameera 3
Alatawi, Haifa 52, 88
Albright, Adam 3
Alexiadou, Artemis 22, 88
Allen, Shanley 32, 70, 88
Alonso, Jorge González 19, 91
Altan, Asli 88
Al-Thubaiti, Kholoud 28, 88
Amaro, Jennifer Cabrelli 3, 43, 89
Anderson, Curt 50, 88
Anderssen, Merete 77, 88
Annette, Hohenberger 88
Antetomaso, Stephanie 53, 88
Antoniou, Kyriakos 48, 88
Aravind, Athulya 19, 21, 53, 88
Arche, María 46, 88
Armon-Lotem, Sharon 58, 88
Armstrong, Andrew 62, 88
Armstrong, Meghan 62, 88
Arunachalam, Sudha 2, 3, 46, 87, 88
Asli, Altan 28
Atkinson, Emily 51, 88
Austin, Jennifer 29, 88
Azpiroz, Maialen Iraola 32, 70, 92

B

Barlow, Jessica 3
Barner, David 3, 39, 88
Baron, Christopher 20, 88
Barrière, Isabelle 3
Barski, Ewelina 3
Becker, Misha 3
Béliveau, Marie-Julie 66, 88
Belletti, Adriana 37, 88
Benitez, Viridiana 30, 84, 88
Bentea, Anamaria 16, 88
Bentzen, Kristine 77, 88
Berends, Sanne 29, 76, 89
Bergelson, Erika 29, 89
Bergmann, Christina 3
Berner, Catherine 51, 89
Bernier, Dana 60, 89
Berthiaume, Maxine 45, 89
Beyer, Tim 3
Birdsong, David 3
Black, Alexis 34, 58, 89
Bláhová, Veronika 30, 89
Blanco, Cynthia 46, 89
Blasi, Damián 18, 89

Bolger, Patrick 3
Bondoc, Ivan 44, 89
Borovsky, Arielle 40, 88
Bortfeld, Heather 16, 89
Boyce, Veronica 53, 89
Braginsky, Mika 53, 89
Brentari, Diane 17, 67, 89
Broekman, Birit F. P. 49, 89
Brooks, Patricia 52, 89
Broselow, Ellen 3
Brown, Penelope 63, 84, 89
Bulgarelli, Federica 30, 84, 89
Bulkes, Nyssa 62, 89
Bunger, Ann 3
Burke, Nicole 79, 89
Busterud, Guro 77, 89
Butler, Lindsay 63, 84, 89
Byers-Heinlein, Krista 30, 84, 89
Byrne, Elizabeth 16, 89

C

Cabo, Diego Pascual y 3
Cairns, Helen 3
Caldwell-Harris, Catherine 3
Canfield, Caitlin 56, 63, 89
Cantú-Sánchez, Myriam 69, 89
Caselli, Naomi 18, 89
Casillas, Marisa 63, 84, 89
Cat, Cecile De 31, 76, 89
Cates, Carolyn 56, 63, 89
Chang, Charles 2, 3
Chaturvedi, Shreya 65
Chen, Hui 64, 89
Chen, Jenny 64, 89
Chen, Zhuo 30
Chodrow, Martin 30
Choe, Jinsun 3
Choi, Jiyoung 31, 85, 89
Choi, Sea Hee 20, 89
Chondrogianni, Vicky 3, 56, 89
Chong, Yap Seng 49, 89
Christianson, Kiel 62, 89
Christophe, Anne 3, 55
Chromá, Anna 64, 89
Clackson, Kaili 16, 89
Clerkin, Elizabeth 20, 89
Conwell, Erin 3, 31, 89
Coopmans, Peter 3
Core, Cynthia 65
Cox, Felicity 64, 89
Creel, Sarah 3, 65, 89
Creel, Sarah C. 5, 9
Culbertson, Jennifer 3, 5, 10, 83
Cuza, Alejandro 65, 89

D

Dahl, Anne 77, 89
Davidson, Kathryn 22, 48, 89
Davies, Benjamin 66, 89

Davies-Jenkins, Nicola 59, 89
Davis, Barbara 3
Dawson, Timothy 21, 89
DeAnda, Stephanie 66, 90
Deen, Kamil 17, 44, 90
Dekydtspotter, Laurent 3, 32, 90
De la Mora, Juliana 90
Delcenserie, Audrey 66, 90
Demirdache, Hamida 31, 46, 85, 90
Demir-Lira, Özlem Ece 54, 90
Demuth, Katherine 3, 25, 64, 66, 90
Dery, Jeruen 54, 90
Didriksen, Jelena 77, 90
Dillon, Brian 3
Dimitrova, Nevena 25, 90
Dominguez, Laura 3
Dotlacil, Jakub 82, 90
Dovenberg, Elizabeth 32, 90
Dracos, Melisa 74, 90
Drozd, Ken 3
Drury, John E. 42, 90
Dube, Sithembinkosi 25, 90
Dudley, Rachel 19, 20, 90
Duffield, Nigel 3
Dunbar, Ewan 3
Durreleman, Stephanie 16, 90

E

Eagle, Tessa 29, 90
Echols, Catharine 3, 41, 90
Edwards, Jan 80, 90
Eigsti, Inge-Marie 3, 16, 32, 90
Eiteljoerge, Sarah 81, 90
Elsner, Micha 3, 53, 90
Ergin, Rabia 67
Erickson, Lucy 45, 90
Estes, Annette 73, 90

F

Family, Neiloufar 3, 32, 90
Fazekas, Judit 59, 90
Fedzechkina, Masha 5, 10, 83
Feest, Suzanne van der 4, 46, 95
Feldman, Naomi 53, 90
Fennell, Christopher 45, 90
Fernandez, Leigh 32, 90
Fetters, Mike 33, 85, 90
Finke, Mareike 23, 90
Fisher, Cynthia 3
Flaherty, Molly 3, 67, 90
Flores-Avalos, Blanca 69, 90
Forsythe, Hannah 67, 90
Foushee, Ruthe 68
Francis, Konstantinos 52, 90
Frank, Michael 3, 53, 90
Freitas, Maria João 3
Friederici, Angela 5, 7, 9
Friend, Margaret 66, 90
Fromont, Lauren 42, 90

Fujiwara, Yoshiki 25, 90

G

Gabriele, Alison 3
Gambi, Chiara 33, 90
Gao, Liqun 33, 90
García del Real, Isabel 90
Garcia, Guilherme Duarte 34, 78, 90
Garcia, Rowena 54, 90
Gavarró, Anna 3, 46, 90
Geffen, Maria 34, 90
Genesee, Fred 66, 90
Gentner, Dedre 3, 22, 90
George, Nathan 34, 91
Georgieva, Stanimira 16
Geraci, Carlo 48, 91
Gerard, Juliana 50, 59, 91
Gershkoff-Stowe, Lisa 3
Gervain, Judit 34, 91
Getz, Heidi 68
Gilbert, Charlene 32, 91
Gleason, Jean Berko 61
Gleitman, Lila 21, 91
Gliga, Teodora 49, 91
Goad, Heather 3, 34, 71, 78, 86, 91
Goksun, Tilbe 34, 91
Goldin-Meadow, Susan 17, 24, 41, 48, 54, 67, 79, 91
Golinkoff, Roberta 19, 72, 91
Goodluck, Helen 3
Goodwin, Corina 22, 91
Goodwin, Matthew 43, 91
Gordon, Rachel 35, 91
Gorrie, Fiona 33, 91
Graf, Eileen 58, 91
Grigoroglou, Myrto 26, 68, 91
Grinstead, John 3, 69, 80, 91
Grüter, Theres 3, 35, 40, 91
Guijarro-Fuentes, Pedro 65, 91
Gulian, Margarita 59, 91
Gürel, Ayşe 3
Guzzo, Natalia Brambatti 34, 78, 91

H

Hackl, Martin 21, 53, 91
Hacquard, Valentine 19, 20, 91
Hadley, Pamela 3
Haendler, Yair 18, 91
Hagstrom, Paul 2, 3
Hall, Casey 48, 91
Hall, Matthew 3, 16, 91
Hamann, Cornelia 3, 28, 91
Hara, Masahiro 69, 91
Hardy, Sophie 38, 91
Harmon, Zara 50, 91
Hartshorne, Joshua 35
HE, Angela Xiaoxue 3
Hendrickson, Kristi 66, 91

Hendriks, Petra 23, 91
Hensch, Takao 5
He, Sherry 58, 91
Hestvik, Arild 3
Heugten, Marieke van 4
Hirakawa, Makiko 3
Hirsh-Pasek, Kathy 3, 19
Hitczenko, Kasia 53, 91
Hoehle, Barbara 3, 54, 91
Hohenberger, Annette 28
Hollebrandse, Bart 3, 71, 91
Hollister, Erin 82, 91
Hommes, Saar 46, 91
Hoot, Bradly 43, 91
Hopp, Holger 3, 69, 91
Horton, Laura 17, 41, 91
Hout, Angeliek van 4, 46, 71, 95
Hsu, Nina 59, 91
Huang, Yi Ting 3, 59, 82, 91
Hughes, Mary E. 3
Hulk, Aafke 3, 29, 91
Hunsicker, Dea 67, 91

I

Ibrahim, Lina Abed 28, 88
II, Christen N. Madsen 38, 93
Inada, Shunichiro 44, 91
Innis, Isaiah 32, 91
Inokuma, Sakumi 44, 91
Ionin, Tania 3, 20, 91
Irani, Ava 80, 92
Isobe, Miwa 44, 92
Ivanov, Ivan 3
Iverson, Mike 32, 92

J

Järvikivi, Juhani 70, 92
Jensen, Isabel Nadine 26, 92
Johanson, Megan 26, 92
John, Nerys 56, 92
Johnson, Elizabeth 3
Jong, Jan de 3
Judy, Tiffany 3, 23, 92

K

Kamari, Elahe 36, 92
Kam, Carla Hudson 58, 73, 91
Kang, Carissa 70, 92
Kapatsinski, Vsevolod 50, 56, 70, 85, 92
Kapia, Enkeleida 54, 92
Kartalkanat, Hazal 34, 92
Katsika, Kalliopi 3, 32, 92
Katsos, Napoleon 48, 92
Kaufman, Dorit 3
Kazanina, Nina 46, 92
Kibbe, Melissa 35, 92
Kidd, Evan 3
Kissine, Mikhail 48, 92

Klassen, Jeffrey 71, 86, 92
Klein, Madeline 19
Klein, Wolfgang 3
Kocab, Annemarie 36
Koring, Loes 3
Koster, Anna De 82, 89
Kowalski, Alix 59, 92
Krajewski, Grzegorz 3
Kremer, Marleen 71, 92
Križ, Manuel 45, 92
Kuhn, Jeremy 48, 92
Kung, Carmen 25, 92
Küntay, Aylin 3
Kurokami, Hisao 24, 92
Kwek, Kenneth 49, 92

L

Lacerda, Renato 36, 92
Laing, Catherine 60, 92
Lakshmanan, Usha 3
Lakusta, Laura 3, 71, 92
Lam, Sarah 49, 92
Landau, Barbara 3, 5
Lardiere, Donna 3
LaTourrette, Sandy 23, 92
Lau, Elaine 37, 92
Leal, Tania 3, 32, 92
Lee, Thomas 3
Lee, Thomas Hun-tak 51, 92
Leffel, Kristin 58, 92
Lei, Margaret Ka-yan 51, 92
Lemmerth, Natalia 69, 92
Leong, Victoria 16, 92
Levelt, Clara 3, 59, 92
Levin, Beth 3
Levinson, Stephen 63, 84, 92
Lew-Williams, Casey 3, 72, 81, 92
Liceras, Juana 3
Lidz, Jeffrey 3, 19, 20, 33, 50, 85, 92
Lieberman, Amy 3
Lieven, Elena 81, 92
Li, Jincai 72, 92
Lillo-Martin, Diane 16, 22, 92
Lima, Suzi 37
Lingwall, Anne 29, 92
Lintz, Paj 69, 92
Li, Peggy 37
Liszka, Sarah 3
Liu, Jinhong 46, 92
Li, Xiaoqian 49, 92
Leo, Conxita 3
Lundquist, Björn 77, 92
Lungu, Oana 46, 92
Lupyan, Gary 40, 92
Lust, Barbara 70, 93

M

Madsen II, Christen N. 86

Magid, Rachel 64, 93
Magnuson, James S. 32, 93
Mahr, Tristan 80, 93
Manetti, Claudia 37, 93
Mani, Nivedita 93
Maouene, Josita 52, 93
Marinis, Theodoros 3, 52, 93
Marinkovic, Marija 71, 93
Markson, Lori 3
Martin, Amber 3
Martinez-Nadramia, Diego 65
Martin, Fabienne 46, 93
Martohardjono, Gita 38, 86, 93
Marull, Crystal 24, 93
Marzo, Lucia Gomez 46, 91
Massaro, Dominic 40, 93
Massicotte-Laforge, Sarah 17, 93
Mateu, Victoria 82, 93
Matthews, Danielle 3
Ma, Weiyi 33, 72, 93
Mayo, Jessica D. 32, 93
Mazuka, Reiko 53, 93
McMurray, Bob 5, 9, 55
Meir, Natalia 58, 93
Mendelsohn, Alan 56, 63, 93
Mendez, Deanna 71, 93
Meroni, Luisa 3
Messenger, Katherine 38, 93
Meylan, Stephan 53, 93
Miller, David 74, 93
Miller, Karen 3, 74, 93
Miller, Kate 32, 38, 93
Minai, Utako 3
Mintz, Toby 3, 77, 87, 93
Mitsugi, Sanako 73, 93
Miyazawa, Kouki 53, 93
Mody, Maria 3
Montrul, Silvina 3
Mora, Juliana De la 69
Moran, Steven 18, 93
Mortazavinia, Marzieh 78, 93
Muagututia, Grant 17, 93
Müller, Daniela 54, 93
Munn, Alan 3
Munson, Benjamin 3
Myers, Allyson 39, 93

N

Naigles, Letitia 3, 43, 93
Nakajima, Motoki 44, 93
Nakato, Terue 44, 93
Nakipoğlu, Mine 45, 93
Naumovets, Mariia 32, 93
Nazzi, Thierry 3
Newport, Elissa 5
Newport, Elissa L. 3, 75, 93
Nguyen, Emma 39, 93
Noguchi, Masaki 73, 93
Novick, Jared 59, 93

Novogrodsky, Rama 3

O

O'Grady, William 17, 44, 93
Okabe, Reiko 44, 93
Olejarczuk, Paul 56, 93
Omaki, Akira 3, 51, 93
Orfitelli, Robyn 3
Ota, Mitsuhiko 3, 59, 93
Otheguy, Ricardo 38, 86, 93
Ozcaliskan, Seyda 3, 93
Özçalışkan, Şeyda 24, 25

P

Pace, Amy 19
Padilla-Reyes, Ramon 80, 93
Pandey, Juhi 73, 93
Papafragou, Anna 3, 26, 68, 93
Paradis, Johanne 3
Parish-Morris, Julia 73, 94
Paterson, Sarah 73, 94
Patience, Matthew 39, 94
Pearl, Lisa 3
Pearson, Barbara Zurer 3
Peperkamp, Sharon 3
Perez-Cortes, Silvia 29, 94
Perlman, Marcus 40, 94
Perry, Lynn 40, 94
Peters, Ryan 40, 94
Petroj, Vanessa 40, 94
Phillips, Colin 5, 10
Phillips, Ian 38, 86, 94
Pickering, Martin 33, 94
Pinker, Steven 35
Pinto, Manuela 50, 94
Polinsky, Maria 5, 7, 8, 27
Potter, Christine 41, 86, 94
Poulin-Dubois, Diane 66, 94
Pouscoulous, Nausicaa 81, 94
Pozzan, Lucia 3, 21, 94
Pratt, Amy 69, 94
Prévost, Philippe 3
Puig-Mayenco, Eloi 74, 94
Pye, Clifton 3
Pyers, Jennie 4, 18, 64, 94

R

Rabagliati, Hugh 33, 51, 94
Raghibdoust, Shahla 36, 94
Ramirez, Mayra 41, 94
Ratner, Nan Bernstein 3
Rattanasone, Nan Xu 64, 66, 96
Raymond, Julie 26, 94
Real, sabel García del 46
Reed, Marnie 4
Renaud, Claire 4, 38, 94
Requena, Pablo 74, 94
Reuter, Tracy 81, 94

Rissman, Lilia 41, 94
Rivera, Melissa Nieves 80, 93
Roberts, Leah 70, 94
Rodina, Yulia 74
Roeper, Thomas 4
Roeser, Jens 54, 94
Rohde, Hannah 35, 94
Rothman, Jason 4, 19, 74, 94
Royle, Phaedra 4, 42, 94
Ruigendijk, Esther 23, 94

S

Sabbagh, Mark 60, 94
Saffran, Jenny 4, 30, 41, 84, 86, 94
Sailor, Kevin 52, 94
Samuelson, Larissa 5, 9, 55
Sanchez, Liliana 29, 94
Sano, Tetsuya 4
Santelmann, Lynn 4
Santos, Elsa 26, 94
Santulli, Meghan 73, 94
Sanz, Ainara Garcia 46, 90
Satterfield, Teresa 4
Sauerland, Uli 22, 42, 94
Saw, Seang Mei 49, 94
Schaeffer, Jeannette 29, 75, 94
Schafer, Amy J. 35, 94
Schmitt, Cristina 4
Schmitterer, Alexandra 75
Schouwenaars, Atty 23, 94
Schreiner, Melanie Steffi 94
Schroeder, Sascha 75, 94
Schuler, Kathryn D. 75, 94
Schultz, Robert 73, 94
Schulz, Petra 4
Schumacher, Petra 70
Schütze, Carson 4
Schwartz, Bonnie D. 4, 81, 94
Schwartz, Richard G. 38, 86, 94
Seery, Anne 56, 63, 94
Seidl, Amanda 4
Seiger-Gardner, Liat 52
Senghas, Ann 4, 36
Sequeros-Valle, Jose 94
Sequeros-Valle, José 43
Serratrice, Ludovica 4, 31, 76, 94
Shafer, Valerie L. 4, 38, 86, 95
Shao, Ruxue 22, 95
Shek, Lynette 49, 95
Shimada, Hiroyuki 77, 95
Shirai, Yasuhiro 4
Shi, Rushen 17, 26, 95
Siekman, Bart 75, 95
Silvey, Catriona 54, 95
Simmons, Elizabeth 32, 95
Singh, Leher 4
Skarabela, Barbora 4, 59, 95
Skordos, Dimitrios 39, 95
Slabakova, Roumyana 4, 26, 95

Sleeman, Petra 29, 95
Smeets, Liz 43, 78, 95
Smiljanic, Rajka 46, 95
Smith, Kenny 5, 10, 83
Smith, Linda 20, 95
Smolik, Filip 4, 30, 64, 76, 95
Snedeker, Jesse 36, 37, 72, 79, 95
Snyder, William 4, 39, 95
Soderstrom, Melanie 4
Soja, Nancy 43, 95
Song, Hyun-joo 4
Sorace, Antonella 4
Soriano, Jennifer 44, 95
Spenader, Jennifer 82, 95
Sprouse, Rex 4
Srinivasan, Mahesh 51, 95
Steele, Jeffrey 4
Stoll, Sabine 18, 95
Strangmann, Iris 46, 95
Strickland, Brent 48, 95
Sugawara, Ayaka 76, 95
Sugisaki, Koji 24, 95
Sugiura, Wataru 77, 95
Su, Jiajia 78, 95
Suskind, Dana 58, 95
Suskind, Elizabeth 58, 90
Sutton, Brett 44, 95
Swanson, Meghan 73, 95
Swingley, Daniel 4
Syrett, Kristen 4, 29, 95

T

Tager-Flusberg, Helen 4
Takeda, Aya 35, 95
Tanaka, Nozomi 44, 95
Tanner, Darren 4, 62, 95
Tenenbaum, Joshua 35
Terunuma, Akiko 44, 95
Terzi, Arhonto 52, 95
Theakston, Anna 4
Thiessen, Erik 45, 95
Thornton, Rosalind 4
Thorson, Jill 4
Thothathiri, Malathi 71, 95
Tieu, Lyn 45, 95
Topaloglu, Simge 45, 95
Toribio, Almeida Jacqueline 4
Tremblay, Annie 71, 86, 95
Trudeau, Natacha 66, 95
Trueswell, John 4, 21, 95
Tryzna, Marta 4
Tsimpli, Ianthi 4
Tsui, Angeline Sin Mei 45, 95
Tsuji, Sho 4
Turan, Eylul 34, 95

U

Unsworth, Sharon 4
Utku, Kaya 28, 92

Uziel-Karl, Sigal 4
Uzundag, Berna 34, 95

V

Valenzuela, Elena 4
Valian, Virginia 4, 30
Valleau, Matthew James 46, 87, 95
Valois, Daniel 4, 42, 95
Varlokosta, Spyridoula 4
Veenstra, Alma 48, 95
Vega-Mendoza, Mariana 69, 95
Vihman, Marilyn 4
Villiers, Jill de 19

W

Wagner, Laura 4, 48, 96
Wagner, Michael 71, 86, 95
Wakefield, Elizabeth 48, 96
Wang, Hao 77, 87, 96
Wass, Sam 16, 96
Watson, Duane 72, 96
Waxman, Sandra 23, 96
Weisleder, Adriana 4, 56, 63, 96
Weiss, Daniel 4, 30, 84, 96
Werker, Janet 34, 78, 96
Westergaard, Marit 26, 96
Whang, James 78, 96
White, Katherine 60, 96
White, Lydia 4, 78, 96
Wilson, Mary Sweig 19
Winter, Bodo 40, 96
Wojcik, Erica 78, 96
Woodward, Amanda 79, 96

X

Xu, Fei 4, 68

Y

Yang, Charles 4, 75, 80, 96
Yap, Fabian 49, 96
Yatsushiro, Kazuko 22, 42, 96
Yin, Rong 78, 87, 96
Yow, W. Quin 4, 49, 96
Yu, Chen 4, 20, 49, 96
Yuile, Amanda Rose 60, 96
Yurovsky, Daniel 4, 79, 96

Z

Zafeiri, Anthi 52, 96
Zamuner, Tania 4
Zaretsky, Elena 49
Zenker, Fred 81, 96
Zesiger, Pascal 66, 96
Zhang, Yayun 49, 96
Zhou, Peng 33, 96
Ziegler, Jayden 79, 96
Zuckerman, Shalom 50, 96
Zukowski, Andrea 4