

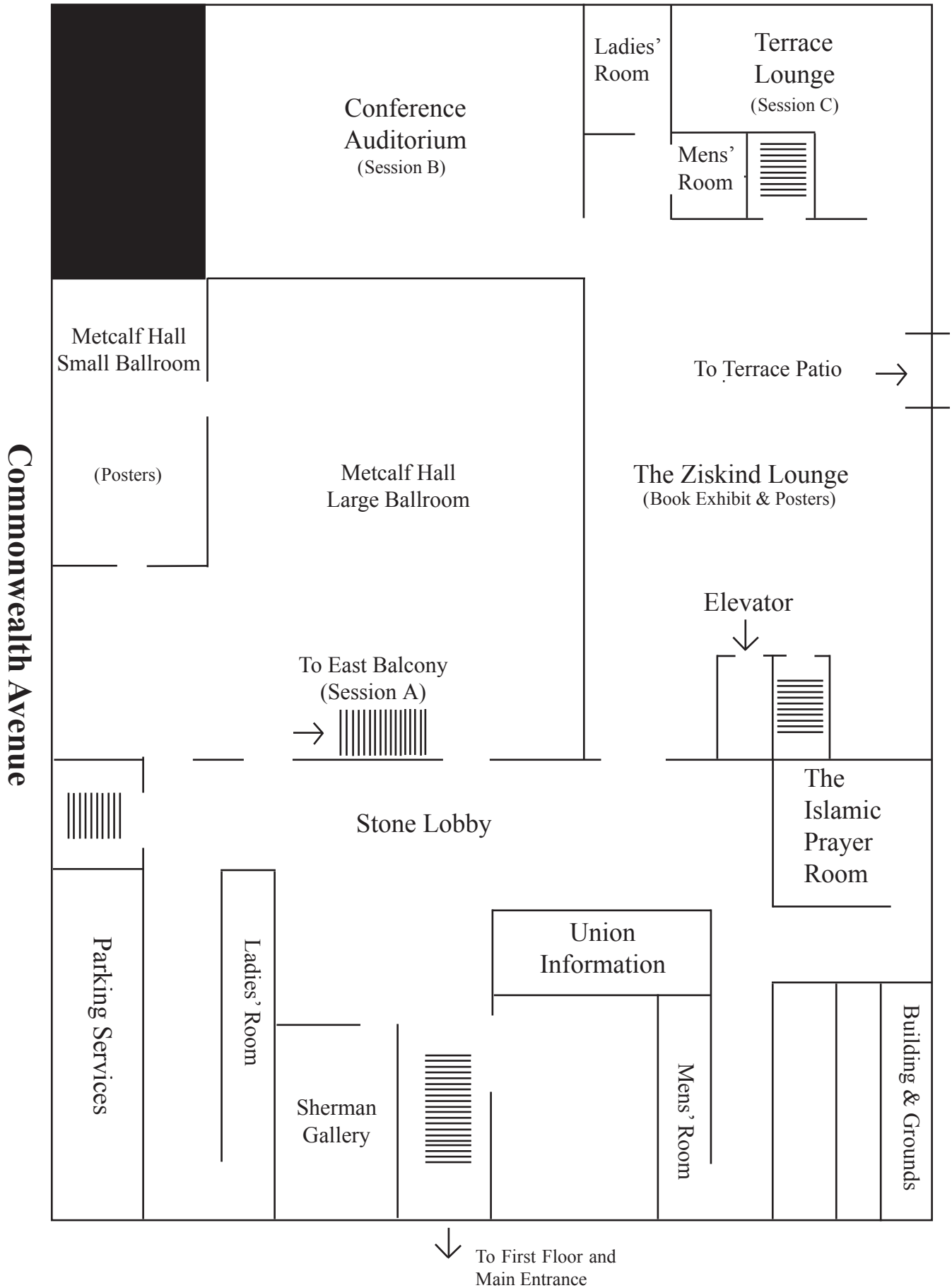
**BOSTON  
UNIVERSITY**

**The  
Forty-Third  
Annual  
Boston University  
Conference on  
Language  
Development**

**BUCLD 43**

**November 2- 4, 2018  
George Sherman Union**

# Map of George Sherman Union (Second Floor)



## Welcome

Welcome to the 43rd Annual Boston University Conference on Language Development (BUCLD). Since 1976, BUCLD has been organized by graduate students in Boston University's Programs in Linguistics and 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 four decades.

### 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.

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 2018 Conference Organizing Committee

Megan Brown  
Brady Dailey

### Faculty Advisors

Sudha Arunachalam  
Charles Chang  
Paul Hagstrom  
Amy Lieberman

### Chairs

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Boston University Conference on Language Development 96 Cummington Street, Room 244  
Boston, MA 02215 Email: langconf@bu.edu

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 Programs in Linguistics and 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. We are also grateful for support from Boston University's Vice President and Associate Provost for Research. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-1728962, and by the National Institutes of Health under Grant No. R13 HD090968, 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 Linguistics for their support and encouragement.

We extend special thanks to our faculty advisors, Charles Chang, Paul Hagstrom, and Amy Lieberman. 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 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. We are particularly grateful for the reviewers' thoughtful attention to each submission.

Shanley Allen	Catherine Caldwell-Harris	Laurent Dekydtspotter	Heather Goad
Raquel Anderson	Charles B. Chang	Brian Dillon	Helen Goodluck
Inbal Arnon	Jinsun Choe	Laura Dominguez	John Grinstead
Sudha Arunachalam	Vicky Chondrogianni	Ken Drozd	Elaine Grolla
Emily Atkinson	Anne Christophe	Rachel Dudley	Theres Grüter
David Barner	Erin Conwell	Ewan Dunbar	Ayşe Gürel
Isabelle Barrière	Peter Coopmans	Catharine Echols	Martin Hackl
Ewelina Barski	Marie Coppola	Inge-Marie Eigsti	Yair Haendler
Lilia Bartolome	Ailis Cournane	Micha Elsner	Paul Hagstrom
Edith Bavin	Sarah Creel	Caitlin Fausey	Cornelia Hamann
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Christina Bergmann	Jennifer Culbertson	Allison Fitch	Angela Xiaoxue He
Tim Beyer	Suzanne Curtin	Molly Flaherty	Makiko Hirakawa
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Joyce Bruhn de Garavito	Alex de Carvalho	Anna Gavarró	Holger Hopp
Jennifer Cabrelli Amaro	Cecile De Cat	Juliana Gerard	Yi Ting Huang
Helen Cairns	Kamil Deen	Lisa Gershkoff-Stowe	Mary Hughes

Nina Hyams	Theodoros Marinis	Philippe Prévost	Helen Tager-Flusberg
Tania Ionin	Lori Markson	Clifton Pye	Anne-Michelle Tessier
Ivan Ivanov	Amber Martin	Jennie Pyers	Anna Theakston
Michael Iverson	Victoria Mateu	Hugh Rabagliati	Rosalind Thornton
Gunnar Jacob	Danielle Matthews	Lilia Rissman	Lyn Tieu
Juhani Järvikivi	Rachel Mayberry	Megan Roberts	Ruth Tincoff
Elizabeth Johnson	Tamara Medina	Thomas Roeper	John Trueswell
Tiffany Judy	Karen Miller	Jason Rothman	Marta Tryzna
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Beth Levin	Asli Ozyurek	Barbora Skarabela	Charles Yang
Casey Lew-Williams	Daniele Panizza	Roumyana Slabakova	Quin Yow
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Conxita Lleo	Christine Potter	Kristen Syrett	

## General Information

- **Parking** is available at the Granby Lot (665 Commonwealth Avenue; nearest to the George Sherman Union), the Warren Towers Garage (700 Commonwealth Avenue), and at the Agganis Arena Garage (925 Commonwealth Avenue). On Sunday, the 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.
- **Temporary luggage storage** space will be available 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 or 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 312.
- **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.

### **Wifi Access**

- **Wireless internet access** will be available throughout the GSU

**Wireless internet access instructions** (domestic cell service required):

1. Go to Wi-fi on your device. This should be in the settings menu.
2. Select the network **BUGuest**.
3. Go to your browser and open a webpage; you will be automatically redirected to a login page.
4. Request a guest account.
5. Enter your own email address, full name, and a phone number where you are currently able to receive texts.
6. Select your service provider/carrier (e.g. AT&T).
7. Click SUBMIT.
8. You will receive 2 text messages:
  - (1) With your login information (user name and password);
  - (2) The next with a URL that will allow you to simply click and then have internet access.

**International guests: please see the information desk for instructions.**

- Stay updated on any changes to the schedule with our social media accounts: follow @TheBUCLD or look for our hashtag #BUCLD43 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

## **Does your library have all the BUCLD Proceedings? Do you?**

The BUCLD Proceedings are a great resource for researchers and for students. New volumes starting with BUCLD 40 are available both in print and online with open access, and we have printed volumes back to BUCLD 19.

Library sales help support the conference, so ask your librarian to order past volumes and place a standing order for future volumes. If you want a copy of the forthcoming proceedings for your own home or office, save 50% with the discount code in the email confirming your conference registration.

**Cascadilla Press    [www.cascadilla.com](http://www.cascadilla.com)**

## Code of Conduct

To help ensure a safe and respectful environment for everyone at BUCLD, all conference participants (including attendees, speakers, exhibitors, and volunteers) are expected to uphold the following code of conduct at conference venues and conference-related social activities. (Of course, we think people should uphold this code outside conference activities too!)

BUCLD is dedicated to providing a harassment-free conference experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, or religion (or lack thereof). We do not tolerate harassment of conference participants in any form at any conference venue, including talks, workshops, receptions, and social media. Conference participants who engage in harassing behavior may be expelled from the conference without a refund at the discretion of the conference organizers.

Harassment includes, but is not limited to:

- verbal comments that reinforce social structures of domination related to gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, religion, and/or nationality
- sexual images in public spaces
- deliberate intimidation, stalking, or following
- harassing photography or recording
- sustained disruption of talks or other events
- inappropriate physical contact
- unwelcome sexual attention
- advocating for, or encouraging, any of the above behavior

If a participant engages in harassing behavior, the BUCLD organizers may take any action they deem appropriate to keep the event a welcoming environment for all participants. This includes warning the offender, expelling them from the conference with no refund, and banning them from the conference in the future. Participants asked to stop any harassing behavior are expected to comply immediately.

If you are being harassed, notice that someone else is being harassed, or have any other concerns, please report this as soon as possible, either personally or anonymously. You can make an anonymous report through our online form: <https://buclد.wufoo.com/forms/zcuymsl1esu7xa/>. Although we cannot follow up on an anonymous report with you directly, we will fully investigate it and take whatever action is necessary to prevent a recurrence.

You can also speak directly with any member of the BUCLD organizing committee at the conference. These individuals, including the BUCLD faculty advisors (Charles Chang, Paul Hagstrom, and Amy Lieberman; contact information below), will be wearing special name badges. You can also call or message the organizing committee at 347-77-BUCLD (monitored by a member of the organizing committee throughout the conference). When taking a personal report, we will ensure you are safe and cannot be overheard; this may involve other event staff to ensure your report is managed properly. Once safe, we will ask you to tell us about what happened. This can be upsetting, but we will handle it as respectfully as possible, and you can bring someone to support you. You will not be asked to confront anyone, and we will not tell anyone who you are.

Additionally, BUCLD staff will be happy to help conference participants contact venue management or local law enforcement, to provide escorts, or to otherwise assist those experiencing harassment to feel safe for the duration

of the conference. We value your attendance, and wish everyone a stimulating and enjoyable conference.

– The BUCLD Organizing Committee | langconf@bu.edu

*BUCLD Faculty Advisors:*

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**Code of Conduct Hotline (during conference) | (347) 77-BUCLD**

George Sherman Union Operations Desk | 617-353-5498

Boston University Police Department | 617-353-2121

Boston University Sexual Assault Response & Prevention Center | 617-353-7277

Boston Medical Center | 617-638-8000

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Cascadilla Press will publish the entire proceedings both in print and online with open access. Please contribute your paper so more people can learn about your research! Just follow the style sheet, upload a PDF file of your paper, and mail us your signed publication rights form by the deadline. If you have any questions, please contact [buclд@casadilla.com](mailto:buclد@casadilla.com).

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**Thursday, November 1, 2018**

6:30pm	<p><b>STUDENT WORKSHOP (East Balcony)</b></p> <p><b>“How to integrate open science into language acquisition research”</b></p> <p><i>Christina Bergmann (Max Planck Institute for Psycholinguistics)</i></p>
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**Friday, November 2, 2018**

<b>9am - 5pm</b>	<p><b>Book Exhibit (Ziskind Lounge)</b></p> <p>Cascadilla Press</p> <p>Cambridge University Press</p> <p>John Benjamins Publishing Company</p> <p>MIT Press</p>
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<b>Time</b>	<b>Session A East Balcony</b>	<b>Session B Conference Auditorium</b>	<b>Session C Terrace Lounge</b>
9:00am	Early availability and phonological bias in the acquisition of noun classes <i>J. Culbertson, H. Jarvinen, F. Haggarty, K. Smith</i>	Children’s N400 is sensitive to both predictability and frequency: Evidence from natural listening <i>T. Levari, J. Snedeker</i>	Knowing when to presuppose <i>A. Aravind, D. Fox, M. Hackl</i>
9:30am	How the input shapes the acquisition of verb and noun morphology: Computational modeling across three highly inflected languages <i>F. Engelmann, J. Kolak, S. Granlund, V. Vihman, B. Ambridge, J. Pine, A. Theakston, E. Lieven</i>	The dynamics of spoken and visual word recognition in school-aged children <i>K. Hendrickson, B. McMurray</i>	Facilitating quantifier acquisition: Training can eliminate children’s spreading errors <i>C. Roest, J. Spenader</i>
10:00am	The learnability of semantic distinctions: Insights from an artificial language learning experiment on evidentiality <i>D. Saratsli, S. Bartell, A. Papafragou</i>	Syntactic development and neurolinguistic processing go hand in hand: Evidence from early vs late L1 acquisition of ASL <i>R. Mayberry, M. Hatrak, D. Ilkbasaran, W. Matchin, A. Villwock, A. Roth, E. Halgren</i>	Acquiring the universal quantifiers: Every part together or each part on its own? <i>T. Knowlton, J. Halberda, P. Pietroski, J. Lidz</i>
10:30am	<b>BREAK (Ziskind Lounge)</b>		
11:00am	French-learning infants use novel syntactic contexts to acquire the meanings of novel content words <i>M. Barbir, M. Babineau, A. Fiévet, A. Christophe</i>	The power of a name: Labeling changes infants’ memory for individual objects <i>A. LaTourrette, S. Waxman</i>	Look at THAT: Using deixis to evaluate prediction-via-simulation with L1 children, L1 adults, and L2 adults <i>T. Reuter, C. Lew-Williams</i>

<b>Time</b>	<b>Session A East Balcony</b>	<b>Session B Conference Auditorium</b>	<b>Session C Terrace Lounge</b>
11:30am	Slovenian preschoolers derive exact interpretations of singular and dual forms <i>L. Marušič, A. Saksida, D. Skordos, J. Sullivan, R. Žaucer, D. Barner</i>	Referential cues support novel sign learning in young deaf children <i>A. Lieberman, A. Borovsky</i>	Processing of remention biases in Korean learners of English <i>H. Kim, T. Grüter</i>
12:00pm	Crying helps, but being sad doesn't: Verbs, but not adjectives, constrain referent selection for novel nouns through age three <i>K. Syrett, A. LaTourrette, B. Ferguson, S. Waxman</i>	Infant and adult brains are coupled to the dynamics of social behaviors during naturalistic communication <i>E. Piazza, L. Hasenfratz, U. Hasson, C. Lew-Williams</i>	Incremental interpretation in the first and second language <i>L. Brehm, K. Miller, C. Jackson</i>
12:30pm	<b>LUNCH BREAK (Ziskind Lounge) NIH/NSF FUNDING SYMPOSIUM (Metcalf Large)</b>		
2:00pm	Using prosody to compute alternative sets: The case of Turkish particle dA <i>S. Topaloglu, M. Nakipoglu</i>	Individual-outcome corpus modeling to constrain parameters of statistical learning models <i>A. Buerkin-Pontrelli, J. Coffey, D. Swingley</i>	Learnability in Romance: How indirect input helps children acquire the contrast between null and overt subjects <i>H. Forsythe, C. Schmitt, D. Greeson</i>
2:30pm	Understanding prosodic and syntactic focus by Mandarin and German five-year-olds: Evidence from eye-tracking studies <i>H. Chen, B. Höhle, S. Crain</i>	A rhythm account of word segmentation tasks <i>F. Wang, J. Trueswell, J. Zevin, T. Mintz</i>	Doing what you must: Child actuality inferences in modal comprehension <i>D. Veselinovic, A. Cournane</i>
3pm	<b>ATTENDED POSTER SESSION I (Metcalf Small)</b>		
4:15pm	Topichood and the comprehension of relative clauses in French <i>A. Bentea, S. Durrleman</i>	Preschoolers fail to revise their syntactic analysis, even when their initial interpretation is driven by prosodic cues <i>A. de Carvalho, J. Trueswell, A. Christophe</i>	The spontaneous eMERGence of recursion in child language <i>I. Giblin, J. Shi, P. Zhou, C. Bill, S. Crain</i>
4:45pm	Recovering ergativity in Heritage Samoan <i>G. Muagututia, K. Deen, W. O'Grady</i>	The development of inter-lexical inhibition from 1st grade to adulthood <i>C. Blomquist, B. McMurray</i>	Late L1 attrition is temporary: Evidence from a longitudinal case study <i>D. Genevska-Hanke</i>
5:15pm	Object relative clause comprehension in L2 children with limited L2 exposure <i>M. Scheidnes, L. Redmond</i>	Incremental strategies in children's language production: Evidence from eye-gaze <i>J. Brough, H. Rabagliati, H. Branigan, C. Gambi</i>	The acquisition of French causatives and parallels to English passives <i>J. Borga, W. Snyder</i>

5:45pm	<b>DINNER BREAK (Ziskind Lounge)</b>		
7:45pm	<b>KEYNOTE ADDRESS (Metcalf Large)</b> <b>“How language learns: Linking universals to acquisition”</b> <i>Ann Senghas (Barnard College)</i>		
	<b>Saturday, November 3, 2018</b>		
9am-5pm	<b>Book Exhibit (Ziskind Lounge)</b>		
<b>Time</b>	<b>Session A East Balcony</b>	<b>Session B Conference Auditorium</b>	<b>Session C Terrace Lounge</b>
9:00am	The interaction of word order, case-marking, and verbal morphology in children’s comprehension of suffixal passives in Korean <i>G. Shin, K. Deen</i>	ASL vocabulary assessment <i>N. Caselli, J. Pyers, A. Lieberman</i>	The effects of working memory training on a clinical marker of specific language impairment in French-speaking children <i>E. Stanford, S. Durrleman, H. Delage</i>
9:30am	Distributional regularity of suffixes facilitates gender acquisition: A contrastive study of two closely related languages <i>T. Ivanova-Sullivan, I. Sekerina</i>	Linking input and vocabulary in infancy to preschool language skills <i>S. Dailey, E. Bergelson</i>	The impact of syntax on mentalizing: A training study in ASD and SLI <i>S. Durrleman, E. Thommen, H. Delage</i>
10:00am	The L1 acquisition of tense-aspect markers –ess (past-perfective) and –ko iss (progressive) in Korean <i>J. Ryu, Y. Shirai</i>	You best have a sister: The effect of siblings on language development as a function of age-gap and sex <i>N. Havron, A. Cristia, F. Ramus, H. Peyre</i>	The relationship between oral language and emergent literacy skills for Spanish-speaking children with and without SLI <i>A. Pratt, J. Grinstead, M. Cantú-Sánchez, X. Carreto-Guadarrama, A. Arrieta-Zamudio, P. Ortiz-Ramírez</i>
10:30am	<b>BREAK (Ziskind Lounge)</b>		
11:00am	The lexical advantage: Four-year-old children acquire words, not sounds <i>M. Cychosz, M. Erskine, J. Edwards</i>	Language modality doesn’t affect number concept development, but timing of language exposure does: Insights from deaf children acquiring signed and spoken language <i>J. Contreras, E. Carrigan, A. Shusterman, M. Coppola</i>	On a developmental delay in the L1 acquisition of the Japanese nominative object <i>T. Sano, H. Shimada, Y. Fujiwara</i>
11:30am	The acquisition of Mandarin tonal processes by children with cochlear implants <i>P. Tang, I. Yuen, N. Xu Rattanasone, L. Gao, K. Demuth</i>	If they had been more transparent, the child would have discovered them more easily: How counterfactuals develop <i>L. Rouvoli, V. Tsakali, N. Kazanina</i>	Reflexives and word order in adult and child Tagalog <i>I. Bondoc, K. Deen, E. Or</i>

12:15pm	<p style="text-align: center;"><b>SATURDAY SYMPOSIUM (Metcalf Large):</b>  <b>“A developmental, individual-differences perspective on processing of and learning from accented speech”</b></p> <p style="text-align: center;"><b>Toddlers’ accommodation of accent: Acoustic and experiential factors</b>  <i>Rochelle Newman (University of Maryland)</i></p> <p style="text-align: center;"><b>Effects of bilingualism on children’s processing of accented speech</b>  <i>Margarita Kaushanskaya (University of Wisconsin – Madison)</i></p> <p style="text-align: center;"><b>Individual differences in perception of non-native speech</b>  <i>Melissa Baese-Berk (University of Oregon)</i></p>		
Time	Session A East Balcony	Session B Conference Auditorium	Session C Terrace Lounge
2:15pm	Won’t somebody think of the children? Beyond maximality with plural definite descriptions <i>M. Moyer, Z. Husnain, K. Syrett</i>	Beyond words: Children apply the principle of informativeness to non-linguistic symbols <i>A. Kampa, A. Papafragou</i>	Beyond linear non-adjacent or adjacent dependencies: Infants track hierarchical syntactic dependencies <i>C. Legrand, R. Shi</i>
2:45pm	A cross-linguistic investigation of symmetrical judgments <i>K. Drozd, D. Anđjelković, M. Savić, K. Drozd, D. Anđjelković, M. Savić, O. Toškovic, A. Gavarró, A. Lite, G. Hržica, M. Kovačević, J. Kuvač Kraljević, A. Skordi, K. Jensen de Lopez, L. Sundahl, A. van Hout, B. Hollebrandse, M. van Koert, E. Fabre, A. Hubert, I. Noveck, S. Ott, K. Yatsushiro, I. Balčiūnienė, J. Ruzaitė, M. Vija, D. Gatt, H. Grech, E. Haman, D. Kiebzak-Mandera, A. Miękisz, N. Gagarina, J. Puzanova, M. Popović, S. Kapalova, D. Slančová, N. Smith, U. Sauerland, H. van der Lely</i>	Use of contrastive inference for reference resolution of a novel word in monolingual and bilingually exposed children <i>I. Lorge, N. Katsos</i>	The more the merrier? The impact of talker variability on artificial grammar learning in preschoolers and adults <i>F. Bulgarelli, D. Weiss</i>
3:15pm	<b>ATTENDED POSTER SESSION II (Metcalf Small)</b>		
4:00pm	Rhythmic and morphosyntactic predictions: The anticipation skills of Italian children with developmental dyslexia <i>V. Persici, N. Stucchi, F. Arosio</i>	Using television to boost native-speaker input for L2-learning children: A cautionary tale <i>T. Sorenson Duncan, J. Paradis</i>	Intervention and animacy effects in the acquisition of sluicing and relative clauses <i>V. Mateu, N. Hyams</i>
4:30pm	The pitfalls of strong predictions: Learning new words from discourse <i>H. Rabagliati, N. Wolf, B. Skarabela, H. Rohde</i>	Language input varies by activity and social context in Latino infants from Spanish-speaking homes <i>A. Weisleder, A. Mendelsohn, A. Villanueva, A. Seery, C. Canfield</i>	Pulling the curtain back: Wh-questions in child Tok Pisin <i>H. Sato, K. Deen</i>

5:45pm	<p align="center"><b>PLENARY ADDRESS (Metcalf Large)</b>  <b>“English L2 acquisition from early childhood to adulthood: The role of age, L1, cognitive and input factors”</b>  <i>Johanne Paradis (University of Alberta)</i></p>		
7:00pm	<p align="center"><b>RECEPTION (Ziskind Lounge)</b></p>		
	<p align="center"><b>Sunday, November 4, 2018</b></p>		
<b>Time</b>	<b>Session A East Balcony</b>	<b>Session B Conference Auditorium</b>	<b>Session C Terrace Lounge</b>
9:00am	<p>Infants track the languages used by individual speakers  <i>C. Potter, N. Marayati, C. Lew-Williams</i></p>	<p>Sleep consolidates syntactically-derived verb meanings in 2-year-olds  <i>A. He, S. Waxman, S. Arunachalam</i></p>	<p>Hypo-articulation in infant-directed speech: The case of the Nepali four-way stop voicing contrast  <i>T. Benders, S. Pokharel, K. Demuth</i></p>
9:30am	<p>Language input in a forager-farmer population: Estimations from daylong recordings  <i>C. Scaff, J. Stieglitz, A. Cristia</i></p>	<p>Bootstrapping syntactic acquisition with a semantic seed  <i>M. Babineau, A. de Carvalho, J. Trueswell, A. Christophe</i></p>	<p>Increased spectral variability in the vowels of infant-directed speech is not universal  <i>E. McClay, S. Cebicoglu, T. Broesch, H. Yeung</i></p>
10:00am	<p>Infant word recognition in familiar and unfamiliar accents  <i>M. van Heugten, M. Tulloch</i></p>	<p>Conflict resolution between semantic and syntactic cues in language acquisition  <i>M. Beretti, N. Havron, A. Christophe</i></p>	<p>The real-time dynamics of child-directed speech: Using pupillometry to evaluate children’s processing of natural pitch contours  <i>M. Nencheva, E. Piazza, C. Lew-Williams</i></p>
10:30am	<p align="center"><b>BREAK (Ziskind Lounge)</b></p>		
11:00am	<p align="center"><b>SUNDAY SYMPOSIUM (Metcalf Large):</b>  <b>“Addressing the putative ‘word gap’: Approaches to early language interventions”</b>  <b>Helping children learn language: Why bother?</b>  <i>Roberta M. Golinkoff (University of Delaware) &amp; Kathy Hirsh-Pasek (Temple University)</i>  <b>Pointing to success: A home-based intervention for parents of infants</b>  <i>Meredith L. Rowe (Harvard University Graduate School of Education)</i>  <b>The Duet Project: A community-based home-visiting partnership</b>  <i>Rebecca M. Alper (Temple University)</i>  <b>The FACT Project: A school-based program for elementary-age families</b>  <i>Rachel R. Romeo (Boston Children’s Hospital &amp; Massachusetts Institute of Technology)</i></p>		

## ALTERNATES

<b>Authors</b>	<b>Title</b>
N. Boll-Avetisyan, S. Van Ommen, T. Nazzi, B. Höhle	Categorical perception of lexical stress in French L2 learners of German: Effects of musical acuity
R. Feiman, D. Barner	The acquisition of quantifiers: The universality and distributivity of <i>each</i>
S. Floyd, C. Lew-Williams, A. Goldberg	Early word meanings are structured around similarity: Evidence from lexical processing
Y. Fujiwara, H. Shimada	Acquisition of ellipsis: Phonology or syntax?
H. Hwang, R. Mazuka, M. Takada	Enhancement of stop contrast or emergence of new targets? Implications on language development in Japanese
A. Ohba, T. Sano, K. Yamakoshi	Children's acquisition of clefts revisited: New evidence from child Japanese
Z. Ovans, J. Novick, Y. Huang	Better to be reliable than early: Cognitive-control effects on developmental parsing
S. Tal, I. Arnon, M. Ariel	Children's task-related comprehension of <i>or</i>
B. Zurer Pearson, J. Jackson	Acquisition of a late-developing syntactic structure by African-American-English-speaking learners of the mainstream dialect

<b>POSTER SESSION I</b> Friday, November 2, 2018   Metcalf Small Posters will be attended from 3pm to 4:15pm.	
<b>Authors</b>	<b>Title</b>
A. Ahmad	Maximality before uniqueness: Children's acquisition of definite descriptions in French
B. Axel, N. Havron, I. Dautriche, A. de Carvalho, A. Christophe	When predictions fail: Adults and children stop predicting upcoming syntactic categories in unreliable contexts
A. Bates, L. Pearl	What input gap is there across socioeconomic status for complex syntax? A quantitative and cognitive modeling analysis of linguistic evidence for learning syntactic islands
I. Berent, G. Sandoboe, M. Platt	How we reason about innateness
S. Bjoernsdottir, S. Sigurjonsdottir	Predicting gender assignment in the acquisition of Icelandic
M. Bohn, M. Tessler, M. Frank	Modeling the role of common ground in pragmatic word learning
A. Borovsky, R. Peters	Building lexico-semantic networks impacts early word recognition
A. Bosnic, J. Spenader	Stages in acquiring distributive markers in Serbian and Dutch: Evidence from an act-out task
K. Byers-Heinlein, E. Fourakis, C. Lew-Williams	Language mixing affects bilingual toddlers' word learning

**POSTER SESSION I**

Friday, November 2, 2018 | Metcalf Small  
 Posters will be attended from 3pm to 4:15pm.

<b>Authors</b>	<b>Title</b>
M. Carbajal, S. Peperkamp	An exploration of language input and its impact on vocabulary development in bilingual infants
Y. Chen	The L2 acquisition of Japanese relative clauses by L1 Chinese learners: Evidence from the interpretation of the universal quantifier <i>zen</i> 'in 'all'
J. Choe	Effect of NP type on L2 raising acquisition
A. Chromá, F. Smolík	Language, personal pronouns, and social understanding from two to three: A longitudinal study in children acquiring Czech
C. Contemori, O. Asiri	Anaphora resolution in English L2 learners: An analysis of different discourse contexts
A. Cournane, A. Pérez-Leroux	Leaving obligations behind: Epistemic incrementation in preschool English
E. Daskalaki, E. Blom, V. Chondrogianni, J. Paradis	Effects of parental input quality in child heritage language acquisition
B. Davies, N. Xu Rattanasone, K. Demuth	Acquisition of plural morphology by preschoolers with hearing loss
L. Dekydtspotter, K. Miller, M. Iverson, Y. Xiong, K. Swanson, C. Gilbert	Increased beta-band activity in the active maintenance of fragile L2 representations
L. Ehrenhofer, K. Yatsushiro, T. Fritzsche, B. Höhle, J. Lidz, C. Phillips, Y. Huang	Verbs, not subjects, drive subject-as-agent misinterpretation in children's comprehension of passives
J. Grinstead, M. Oates, M. Nieves-Rivera, R. Padilla-Reyes	Quantifier relationships in the lexicon: Scalar competence and performance
S. Guven, E. Thordardottir, E. Rioux	Examining task related effects on the manifestation of morphological errors in French speaking children with Specific Language Impairment
M. Hoareau, H. Yeung, T. Nazzi	Early parental input, production skills and TP-based word segmentation
Z. Hopkins, L. Lindsay, H. Branigan	What makes a house a home? Mechanisms of lexical alignment in preschoolers' referential communication
A. Irani	How children learn to disappear causative errors using positive evidence
E. Kistanova, I. Sekerina	Acquisition of the grammatical categories of Russian verbs in a heritage Russian-English child: A case study
J. Kolak, S. Granlund, F. Engelmann, M. Szreder, B. Ambridge, J. Pine, A. Theakston, E. Lieven	Children's acquisition of person/number verb inflection in morphologically complex languages
V. Kozloff, A. Nguyen, J. Arciuli, Z. Qi	Statistical learning at noisy environment is associated with vocabulary

**POSTER SESSION I**

Friday, November 2, 2018 | Metcalf Small  
 Posters will be attended from 3pm to 4:15pm.

<b>Authors</b>	<b>Title</b>
E. Lau	Default animacy configuration is not always preferred: The effect of animacy on the acquisition of passives
O. Lavi-Rotbain, I. Arnon	Frequency or predictability? The effect of entropy on statistical learning in children and adults
M. Lei	The acquisition of cardinal and ordinal numbers in Cantonese
N. Lester, F. Moscoso del Prado Martin	Syntactic distributions affect the emergence of nouns in the earliest stages of syntactic acquisition
D. Lillo-Martin, D. Chen Pichler	Development of pointing signs in ASL and implications for their analysis
V. Limia, S. Ozcaliskan, E. Hoff, E. Alcantar, M. Ortiz, C. Chamorro	Do parents gesture differently to their bilingual children when speaking their dominant vs. weaker language?
W. Ling, T. Grüter	Lexical tone in L2 Mandarin: The relation between categorical perception and real-time spoken word recognition
Y. Lu, T. Lee	Telicity and objecthood in the acquisition of unaccusativity: Mandarin-speaking children's interpretation of manner-of-motion verbs
M. Ma, Y. Oshima-Takane, Y. Kayama	Understanding language-specific anaphora in children
W. Ma, P. Zhou	Deciding the referent of a new word: The acquisition of classifiers
D. Miller, J. Rothman	You win some and you lose some: Processing and judgment of scalar implicatures within attrition contexts
A. Mills, A. van Hout	Cognitive bias overrides syntactic bootstrapping in novel verb learning
N. Mitrofanova, Y. Rodina, O. Urek, M. Westergaard	Sensitivity to grammatical gender cues in the acquisition of heritage Russian
E. Nguyen, L. Pearl	Using developmental modeling to specify learning and representation of the passive in English children
S. Ozcaliskan, S. Goldin-Meadow	How early does speaking shape the native language of gesture?
D. Panizza, M. Thalmann	Present to the eye, away from the mind: Dissociating online comprehension and offline judgments of indirect scalar inferences
A. Pérez-Leroux, A. Castilla-Earls, M. Lara Díaz, E. Pettibone	Recursion follows productivity, not vice versa: The case of Spanish NP recursion
E. Peristeri, E. Baldimtsi, S. Durrleman, I. Tsimpli	Bilingualism effects in children with Specific Language Impairment: Metalinguistic awareness, executive functions and false-belief reasoning
L. Perkins, T. Knowlton, A. Williams, J. Lidz	Matching number vs. linking roles: Using 3-participant scene percepts to understand infants' bootstrapping
E. Puig-Mayenco, J. Rothman	Low proficiency does not mean <i>ab initio</i> : Exposure matters for L3 transfer studies



<b>POSTER SESSION I</b>	
Friday, November 2, 2018   Metcalf Small Posters will be attended from 3pm to 4:15pm.	
<b>Authors</b>	<b>Title</b>
T. Schatz, N. Feldman, S. Goldwater, E. Dupoux	Phonetic learning without phonetic categories
B. Skarabela, E. Pool, M. Ota	The train goes <i>choo-choo</i> : A corpus analysis of the role of onomatopoeic words in early production
A. Starr, M. Srinivasan	Do spatial metaphors facilitate word learning?
A. Sugawara	Conjunction and numeral as cues to generate alternatives to satisfy scalar presupposition of “only”: Evidence from Japanese learners of English
M. Sundara, C. Mayer	Modeling developmental changes in infants’ discrimination of English vowels
S. Tong, Y. Chan	Musical experience enhances both pitch perception and non-native tonal word learning in children and adults
S. Tsuji, R. Mazuka, D. Swingley	Temporal contingency augments attention to a referent in a word learning task
A. van Dooren, M. Tulling, A. Cournane, V. Hacquard	Lexical aspect as a crosslinguistic cue to modal meaning: Evidence from Dutch
M. Wu, T. Ionin	L1-Chinese L2-English speakers’ acquisition of English quantifier-negation scope
K. Yatsushiro, A. Sugawara, U. Sauerland	Effect of intonation contour on scope: hat vs. neutral contours in German
T. Zamuner, K. Boyce	The development of the production effect in children aged 3 to 6 years old
<b>POSTER SESSION II</b>	
Saturday, November 3, 2018   Metcalf Small Posters will be attended from 3:15pm to 4:00pm.	
N. Adricula	Children’s acquisition of polysemy: <i>by</i> , <i>of</i> , and <i>with</i> in child English
E. Bergelson, A. Weisleder, J. Bunce, C. Rowland, M. Casillas, A. Cristia	How different is speech input and output across subgroups? First results from >12,000 hours of naturalistic recordings
N. Boll-Avetisyan, S. Van Ommen, T. Nazzi, B. Höhle	Categorical perception of lexical stress in French L2 learners of German: Effects of musical acuity
J. Cabrelli Amaro, C. Pichan, J. Rothman, L. Serratrice	Initial phonological and morphosyntactic transfer in L3 Italian by early English/Spanish bilinguals
M. Casillas	How much speech do Tzeltal Mayan children hear? Daylong averages and interactional bursts
A. Chaouch Orozco, J. González Alonso, J. Rothman	Exploring the L1-L2 versus L2-L1 (masked) priming asymmetry effect
S. Creel	Close correspondence between two measures of word learning in young children, but no added sensitivity for visual fixations
E. Davis, B. Landau	Does see that help children learn think that? The intersection of perception and mental verbs in development

**POSTER SESSION II**

Saturday, November 3, 2018 | Metcalf Small  
Posters will be attended from 3:15pm to 4:00pm.

<b>Authors</b>	<b>Title</b>
L. de Ruiter, A. Theakston, E. Lieven, M. Hilton, S. Brandt	Is <i>before</i> easier than <i>after</i> in German, too? Testing the relative influence of iconicity, ambiguity, and language-specific frequencies on the processing of adverbial sentences in German
Ö. Demir-Lira, J. Kanero, C. Oranç, S. Koşkulu, I. Franko, O. Uluşahin, Z. Adıgüzel, T. Göksun	Using gestures in L2 vocabulary teaching: Human or robot tutors?
A. Dieuleveut, A. van Dooren, A. Cournane, V. Hacquard	Learning the force of modals: <i>Sig</i> you guess what <i>sig</i> means?
R. Feiman, D. Barner	The acquisition of quantifiers: The universality and distributivity of <i>each</i>
A. Fitch, S. Arunachalam, A. Lieberman	Learning words from context in ASL: Evidence from a Human Simulation Paradigm
S. Floyd, C. Lew-Williams, A. Goldberg	Early word meanings are structured around similarity: Evidence from lexical processing
Y. Fujiwara, H. Shimada	Acquisition of ellipsis: Phonology or syntax?
D. Gagne, S. Goico, J. Pyers, M. Coppola	False belief understanding requires language experience, but its precursor abilities do not
H. Getz, E. Newport	Privileged computations for closed-class items
C. Goodwin, L. Prunier, D. Lillo-Martin	Parental sign input to Deaf children of Deaf parents: Vocabulary and syntax
S. Granlund, J. Kolak, V. Vihman, F. Engelmann, B. Ambridge, J. Pine, A. Theakston, E. Lieven	A cross-linguistic study on the development of noun case marking in morphologically complex languages
M. Gross, M. Kaushanskaya	Predictors of language control in bilingual children with low and typical language
V. Hacquard, R. Dudley, J. Lidz	With or without “too”: Reasoning about people’s questions and their presuppositions
K. Hitczenko, R. Mazuka, M. Elsner, N. Feldman	Normalization may be ineffective for phonetic category learning
H. Huang, S. Crain	When OR is assigned a conjunctive inference in child language
H. Hwang, R. Mazuka, M. Takada	Enhancement of stop contrast or emergence of new targets? Implications on language development in Japanese
E. Jimenez, E. Haebig, T. Hills	Deviant vocabulary development in children with Autism Spectrum Disorder
A. Kholodova, M. Peter, C. Rowland, S. Allen	Implicit learning and surprisal effects in a structurally biased language: A developmental study

**POSTER SESSION II**

Saturday, November 3, 2018 | Metcalf Small  
 Posters will be attended from 3:15pm to 4:00pm.

<b>Authors</b>	<b>Title</b>
J. Kotfila, J. de Villiers	When must children acquire long distance Wh extraction?
E. Koulaguina, G. Legendre, I. Barrière, I. Menu, E. Sivakumar, T. Nazzi	Suffixal subject-verb number agreement: The development of comprehension in French-learning toddlers from 30 to 36 months
S. Lima	Acquisition of conjunctions in recursive and distributive scenarios: A production study in Yudja
L. Lindsay, H. Branigan, H. Rabagliati	Catching your eye: Low-level perceptual cues influence preschoolers' sentence formulation
C. Manetti, C. Contemori	The production of object relative clauses in Italian-speaking children: A syntactic priming study
Š. Matějka, F. Smolík	The validity of a parental-report measure for grammar assessment: Acquisition of verb and noun forms in Czech
B. McMillan, L. Masek, S. Paterson, A. Ribner, K. Hirsh-Pasek, C. Blair	Early attention influences language development through parent-child interactions
N. Meir, R. Bazes, M. Hartston, R. Novogrodsky	Theory of mind and pronoun use in bilingual and monolingual children with autism
K. Miller, K. Moors	Building anticipation in real-time L2 processing: The use of grammatical gender in L2 French
K. Montemurro, M. Flaherty, M. Coppola, S. Goldin-Meadow, D. Brentari	Grammaticalization of the body and space in Nicaraguan Sign Language
S. Moran, S. Stoll	Variation sets in maximally diverse languages
C. Nakamura, J. Harris, S. Jun, Y. Hirose	L2 adaptation to unreliable prosody during structural analysis: A visual world study
L. Nishibayashi, R. Mazuka	Early consonant bias in recognizing segmented word forms in Japanese-learning infants
A. Ohba, T. Sano, K. Yamakoshi	Children's acquisition of clefts revisited: New evidence from child Japanese
T. Okuma	Acquisition of floating quantifiers by L1 English speakers of L2 Japanese
Y. Oshima-Takane, K. Boyle	Toddlers' use of a third party's gaze information in verb-action mapping
Z. Ovans, J. Novick, Y. Huang	Better to be reliable than early: Cognitive-control effects on developmental parsing
D. Perszyk, S. Waxman	A language-specific processing system supports infants' language-cognition link
Z. Qi, A. Nguyen, O. Ozernov-Palchik, S. Beach, S. May, J. Arciuli, J. Gabrieli	Statistical learning in reading development and reading impairment
A. Santos, A. Jesus, S. Abalada	How do children interpret novel control verbs?

**POSTER SESSION II**

Saturday, November 3, 2018 | Metcalf Small  
Posters will be attended from 3:15pm to 4:00pm.

<b>Authors</b>	<b>Title</b>
H. Shimada, A. Ohba, R. Okada, K. Yamakoshi	The anti-reconstruction property of cleft constructions in child Japanese
S. Simackova, K. Chladkova	Distributional learning is constrained by prior language experience
F. Smolík	The status of the SVO word order in Czech children's productions
M. Stegenwallner-Schütz, F. Adani	Number marking helps children with and without Specific Language Impairment alleviate their difficulties with case marking alone: Evidence from object-initial sentences in German
Y. Su, L. Naigles	Syntactic strength of the SVO word order in the general population of Mandarin-exposed preschool children with Autism Spectrum Disorders
S. Tal, I. Arnon, M. Ariel	Children's task-related comprehension of <i>or</i>
M. Talbott, J. Munson, G. Young, A. Estes, S. Rogers	Developmental sequence of gesture and expressive language milestone achievement in toddlers with ASD
K. Tamasi, Q. Yow	Early onset of bilingualism and frequent language switching confers advantage in executive functioning: A study of two bilingual populations
Z. Wang, X. Yang, R. Shi	Acquisition of unaccusativity in toddlers
J. Zhu, A. Gavarró	Early comprehension of canonical and non-canonical word orders in Mandarin
B. Zurer Pearson, J. Jackson	Acquisition of a late-developing syntactic structure by African-American-English-speaking learners of the mainstream dialect

