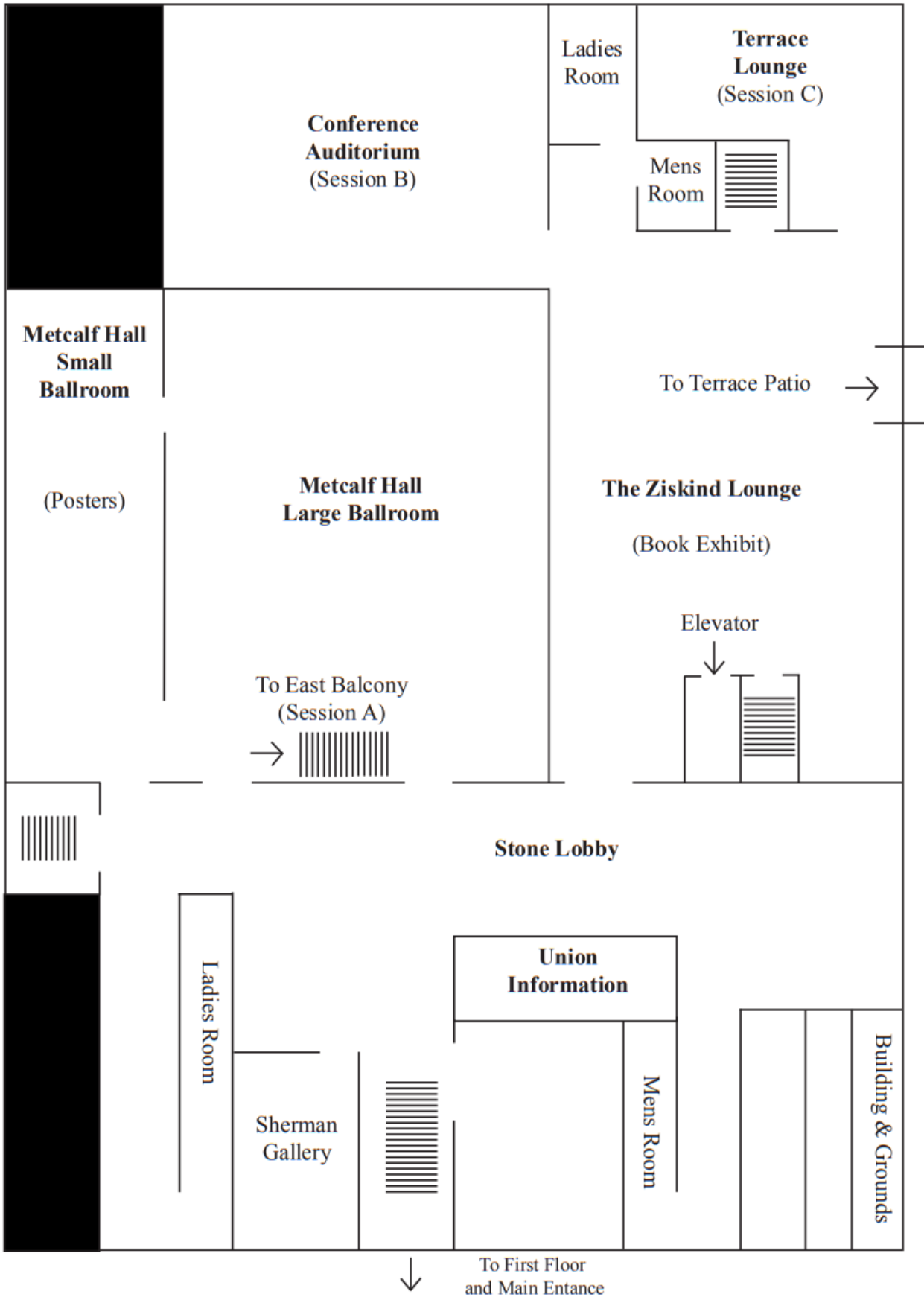


BOSTON  
UNIVERSITY

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

November 3-6, 2022  
George Sherman Union

## Map of George Sherman Union (Second Floor)



## **Welcome**

Welcome to the 47th 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 2022 Conference Organizing Committee**

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Jackson Kellogg

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Charles Chang  
Paul Hagstrom  
Amy Lieberman

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Boston University Conference on Language Development, 96 Cummington Mall, Room 246  
Boston, MA 02215  
Email: [langconf@bu.edu](mailto: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 Departments of Linguistics and Speech, Language, and Hearing Sciences, and the Wheelock College of Education and Human Development. 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 and Disability and Access Services Office. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-2141327, 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 Linguistics Department 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 Marissa Renzi 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 the staff members from Disability and Access Services for assisting with organizing the American Sign Language interpretation, and DeShawn Hendrickson of Learning and Event Technology Services for coordinating the lighting system for the interpreting team. Finally, our thanks go to Richard Wong for his support in managing the conference finances, and to the Cashier's Office and Information Services and Technology for collaborating with us on the maintenance of our online registration system.

Finally, we would like to thank the reviewers who read and rated the abstract submissions we received this year. Their names and affiliations can be found on the conference website: [bu.edu/buclld](http://bu.edu/buclld). 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.

## General Information

**Parking** is available but limited. From Thursday through Sunday, parking is available at the Agganis Arena Garage, 925 Commonwealth Avenue (garage entrance is at the back of the arena, accessed from Buick Street or Harry Agganis Way). The max daily rate is \$25 on weekdays and \$12 on weekends. On Saturday and Sunday, parking is also available at the Warren Towers Garage, 700 Commonwealth Avenue (garage entrance on Hinsdale Street). The max daily rate is \$12. Parking is not available at Warren Towers on weekdays due to permit holder demand on east and central campus while school is in session. On Sunday, 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 **lactation room** will be available in Room 320 in the George Sherman Union.

**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.

**Wireless internet access** will be available throughout the GSU on the network BUGuest. There is no password required.

The **Information Table** at registration will provide the following services:

- ASL Interpreters (Please inquire when you arrive)
- Lost and Found
- Campus Maps
- MBTA Maps

Stay updated on any changes to the schedule with our social media accounts: follow @TheBUCLD or look for our hashtag #BUCLD47 on Twitter, or search “BUCLD” on Facebook.

## 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.

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://buclid.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](mailto:langconf@bu.edu)

BUCLD Faculty Advisors:

Charles Chang | 617-353-8718 | [cc@bu.edu](mailto:cc@bu.edu)

Paul Hagstrom | 617-353-6220 | [hagstrom@bu.edu](mailto:hagstrom@bu.edu)

Amy Lieberman | 617-353-3377 | [alieber@bu.edu](mailto:alieber@bu.edu)

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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.

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**BUCLD 47 Schedule**  
November 3–6, 2022  
George Sherman Union, Boston University

Thursday, November 3 <sup>rd</sup>	
1:00–6:00	<p style="text-align: center;"><b>SOCIETY FOR LANGUAGE DEVELOPMENT SYMPOSIUM:</b> Methodological advances in gaze-based measures of language understanding <i>Martin Zettersten (Princeton University), Michael Frank (Stanford University), Marisa Casillas (University of Chicago), and Daniel Swingley (University of Pennsylvania)</i></p>
6:30–7:30	<p style="text-align: center;"><b>STUDENT WORKSHOP: Child language fieldwork: A discussion on the why and the how</b> <i>Marisa Casillas (University of Chicago)</i></p>

Friday, November 4 <sup>th</sup>			
	Session A East Balcony	Session B Conference Auditorium	Session C Terrace Lounge
	Variability in Acquisition	Language Input	Semantics
9:00–9:30	<p style="text-align: center;">Individual differences across language domains in heritage language development <i>Vicky Chondrogianni and Evangelia Daskalaki</i></p>	<p style="text-align: center;">Linking acoustic variability in everyday input to early word production <i>Federica Bulgarelli and Erika Bergelson</i></p>	<p style="text-align: center;">The agent bias holds in production too: Event descriptions in child Italian <i>Silvia Silleresi, Chiara Dal Farra, Yining Nie, Fabienne Martin, Artemis Alexiadou and Maria Teresa Guasti</i></p>
9:30–10:00	<p style="text-align: center;">Sources of variability in the acquisition of evidentiality by Turkish heritage language children in the United States <i>Aylin Coskun Kunduz and Silvina Montrul</i></p>	<p style="text-align: center;">Children’s language ecologies: Understanding day-to-day variability in caregivers’ child-directed speech during the COVID-19 pandemic <i>Monica Ellwood-Lowe, Ruthe Foushee and Mahesh Srinivasan</i></p>	<p style="text-align: center;">Je peux, ou je dois? Faudrait savoir! Acquiring modals’ force: Evidence from French <i>Anouk Dieuleveut</i></p>
10:00–10:30	<p style="text-align: center;">Examining the role of markedness in agreement in native and non-native Spanish: A look at coordinate noun phrases <i>Andrew Collins, Robert Fiorentino, José Alemán Bañón and Alison Gabriele</i></p>	<p style="text-align: center;">Infant-directed communicative acts in a Tseltal Mayan community <i>Isabella Di Giovanni and Marisa Casillas</i></p>	<p style="text-align: center;">18-month-olds understand the links between declaratives and assertions, and interrogatives and questions <i>Daniel Goodhue, Valentine Hacquard and Jeffrey Lidz</i></p>
10:30–11:00	<b>BREAK</b>		

See [www.bu.edu/buclid/schedule/](http://www.bu.edu/buclid/schedule/) for the most up-to-date schedule.



	Multilingual Acquisition	Developmental Language Disorder	Word Learning
11:00– 11:30	Bilingual children’s Theory of Mind abilities: The benefits of biliteracy exposure <i>Jacopo Torregrossa, Christiane Bongartz, Sonja Eisenbeiß, Vasileia Skrimpa and Andrea Listanti</i>	Is lexical priming impaired in developmental language disorder? <i>Patricia Brooks, Gavkhar Abdurokhmonova, C. Donnan Gravelle, Nicole Zapparrata and Liat Seiger-Gardner</i>	Lexical alternatives and the acquisition of subordinate nouns <i>Anna Papafragou and June Choe</i>
11:30– 12:00	Analogical reasoning in 4 to 6 years old monolingual and bilingual children <i>Solène Belogi and Katrin Skoruppa</i>	Auditory Processing Disorder targets phonetics, not phonology <i>Arild Hestvik, Thierry Morlet, Kyoko Nagao and Chao Han</i>	Child learners struggle to differentiate redundant cues <i>Shira Tal and Inbal Arnon</i>
12:00– 12:30	Predictive processing of number in bilingual children <i>Jasmijn E. Bosch and Francesca Foppolo</i>	Neighborhood density and word frequency characteristics of late talkers’ spoken vocabularies: A corpus analysis <i>Elizabeth Simmons, Rhea Paul, Alexandra Nelson and Julia Perreault</i>	2-year olds derive mutual exclusivity inferences from contrastive focus <i>Gabor Brody, Roman Feiman and Athulya Aravind</i>
12:30– 2:00	LUNCH + NIH/NSF FUNDING SYMPOSIUM <i>Virginia Salo (National Institutes of Health), Leher Singh (National Science Foundation)</i>		
	Sociolinguistics	Language Learning from Context	Morpho-syntax
2:00– 2:30	The best of both words: The influence of group membership and performance on children’s lexical choices <i>Thomas St. Pierre, Jida Jaffan, Craig Chambers and Elizabeth Johnson</i>	Preschoolers benefit from sentential context when listening to familiar- and unfamiliar-accented speech <i>Naz Deniz Atik, Alexander LaTourrette, Victoria Vizzini and Sandra R. Waxman</i>	Early comprehension of subject-verb agreement: New evidence from Catalan <i>Anna Gavarró and Alejandra Keidel</i>
2:30– 3:00	Ducks in the pond: Elementary-school-age children's perceptions of Standard American English, African American English, and Spanish-accented English on scales of status and solidarity <i>Heather J. Johnson, Wendy Smemoe, Joseph A. Stanley and Alessandro Rosborough</i>	Referential transparency in verb use by Japanese and American caregivers <i>Allison Fitch, Amy Lieberman, Michael Frank and Sudha Arunachalam</i>	Control in ditransitive vs. transitive structures and the effect of the inflected infinitive <i>Ana Lúcia Santos, Alice Jesus and Silvana Abalada</i>
3:00– 3:30	Qualitative variability in early overhearing experiences <i>Ruthe Foushee and Mahesh Srinivasan</i>	Physical environments that highlight objects' distinct features support word learning <i>Elise Breitfeld and Jenny Saffran</i>	Child learners and the future of future temporal reference <i>Erin Hall and Ana T. Pérez-Leroux</i>
3:30– 5:30	POSTER SESSION 1		
5:30– 7:00	KEYNOTE ADDRESS: How Universal Grammar gives us X-ray vision <i>Jeffrey Lidz (University of Maryland)</i>		

Saturday, November 5 <sup>th</sup>			
	Session A East Balcony	Session B Conference Auditorium	Session C Terrace Lounge
	Word Learning	Sign Language Acquisition	Adult L2 Learning
9:00– 9:30	It is daxy to learn adjectives, and learning adjectives is daxy for everyone: Syntactic frames support the acquisition of adjective meaning <i>Megan Gotowski and Kristen Syrett</i>	Not all touch is the same: A case study of a DeafBlind child interacting with a DeafBlind adult <i>Deanna Gagne, Hayley Broadway, Marjorie Bates and Jessica Ennis</i>	Helpful regardless of acceptability: Resumption eases comprehension of difficult-to-process relative clauses in the L2 English of L1-Korean and L1-Mandarin speakers <i>Fred Zenker and Bonnie D. Schwartz</i>
9:30– 10:00	Synergies in early syntactic and semantic acquisition: 11-month-olds can build syntactic expectations about novel nouns <i>Mireille Babineau, Anne-Caroline Fiévet and Anne Christophe</i>	Deaf children’s gaze shift during natural interaction in ASL supports efficient referential attention <i>Michael Higgins, Allison Fitch and Amy Lieberman</i>	Priming agreement morphology in English as a second language <i>Chae Eun Lee</i>
10:00– 10:30	Differentiating universal quantifiers by differentiating their domains <i>Victor Gomes, Tyler Knowlton, Anna Papafragou and John Trueswell</i>	A piece of the puzzle: Semantic neighborhood density, iconicity, and frequency are important contributors to sign language acquisition <i>Lauren Berger, Jennie Pyers, Amy Lieberman and Naomi Caselli</i>	L2 acquisition of scope of negation and conjunction in Mandarin Chinese <i>Yunchuan Chen, Shivam Mani and Caimiao Liu</i>
10:30– 11:00	BREAK		
	Gaze & Word Learning	Language Input	Morpho-syntactic Development in School-Age
11:00– 11:30	Eye-gaze as a window into word level variability in toddlers <i>Haley Weaver and Jenny Saffran</i>	Phonological variation in child-directed speech is modulated by lexical frequency <i>Eon-Suk Ko and Jongho Jun</i>	Resolution of backward and forward anaphora in Chinese <i>Lucy Zhao, Maria Teresa Guasti, Shijia Yang, Kook-Hee Gil and Francesca Foppolo</i>
11:30– 12:00	Adapting infant looking time paradigms for the web <i>Shengqi Zhong, Daoxin Li and Kathryn Schuler</i>	Verb morphology is syntagmatically and paradigmatically simpler in contingent than in non-contingent CDS <i>Morgane Jourdain and Sabine Stoll</i>	Locality effects in the acquisition of nominal ellipsis in L1 Italian <i>Caterina Tasinato and Emanuela Sanfelici</i>
12:00– 12:30	The role of facial cues on infant word learning <i>Monica Barbir, Mei Kono, Yuka Tatsumi, Samuel Recht, Yu Fujimura, Reiko Mazuka and Sho Tsuji</i>	Verb dominance in Korean revisited: Verbal and nonverbal characteristics of maternal input to Korean toddlers <i>Minju Kim, Gayoung Kim, Solyeon Jeon and Youngon Choi</i>	Use of null-arguments in wh-questions: The view from Malayalam and Telugu <i>Kazuko Yatsushiro, Aurore Gonzalez, Varsha Eturi, Chiara Dal Farra, Johannes Hein, Gayathri G. Krishnan, Vijayanthi Sarma, Silvia Silleresi, Maria Teresa Guasti and Uli Sauerland</i>

LUNCH +			
POP-UP MENTORING PROGRAM (PUMP)			
	Language & Cognition	Bilingual Acquisition	Morpho-syntax
12:30– 1:30			
1:30– 2:00	Less-is-more: A developmental fMRI study on auditory statistical learning <i>Anqi Hu, Katherine Trice, Yi-Lun Weng and Zhenghan Qi</i>	What predicts comprehension of temporal conjunctions in bilingual children? Age of onset, length of exposure, or something else? <i>Christos Makrodimitris, Petra Schulz and Ianthi-Maria Tsimpli</i>	Infants bootstrap grammatical categories from morphological suffixes <i>Megha Sundara</i>
2:00– 2:30	Conversation disruptions in early childhood longitudinally predict receptive language development <i>Amy Carolus, Margaret A. Sheridan, Liliana J. Lengua, Kate A. McLaughlin and Rachel Romeo</i>	The effect of language switching on bilingual children’s novel word learning <i>Rachel Ka-Ying Tsui, Jessica Kosie, Laia Fibla Reixachs, Casey Lew-Williams and Krista Byers-Heinlein</i>	Intervention effects in Mandarin-speaking children’s comprehension of passives <i>Minqi Liu, Victoria Mateu and Nina Hyams</i>
2:30– 3:00	Contrast, sufficiency, and the acquisition of morphological marking <i>Sarah Payne</i>	Translation equivalents in bimodal-bilingual deaf children’s ASL and spoken English vocabularies <i>Elana Pontecorvo, Amy Lieberman, Jennie Pyers and Naomi Caselli</i>	Does grammatical number scaffold the acquisition of number words? <i>Anna Shusterman, Abigail Seevak, Petra Mišmaš, Franc Lanko Marušič, Rok Žaucer and Madeline Pelz</i>
3:00– 3:30	Person reference via pronouns or verbs has different effects on false belief performance: Longitudinal study from Czech toddlers <i>Anna Chromá and Filip Smolík</i>	Children’s code-switching changes from 2;6 to 3;6 years to maximize their power of expression <i>Michelle K. Tulloch and Erika Hoff</i>	Belief reports facilitate long-distance binding in child Japanese <i>Akari Ohba and Kamil Deen</i>
3:30– 5:30	POSTER SESSION 2		
5:30– 7:00	PLENARY ADDRESS: Autism illuminates language: Acquisition, development, use <i>Letitia Naigles (University of Connecticut)</i>		
7:00– 8:30	RECEPTION		

Sunday, November 6 <sup>th</sup>			
	Session A East Balcony	Session B Conference Auditorium	Session C Terrace Lounge
	Phonological Development	Morpho-syntax	Sentence Processing
9:00– 9:30	Delayed development of the Spanish trill by Spanish-English bilinguals <i>Gemma Repiso Puigdelliura</i>	Discourse markedness impacts acquisition of wh-questions: Evidence from ALL <i>An Nguyen, Jennifer Culbertson and Geraldine Legendre</i>	The acquisition of adjunct control and working memory <i>Juliana Gerard and Dana McDaniel</i>
9:30– 10:00	Perceptual and acoustic correlates of central vowels in Russian-English and Spanish-English bilingual children: The role of input frequency <i>Suzanne van der Feest, Genevieve Medina, Ingrid Davidovich, Evgeniya Maryutina, Theresa Bloder, Isabelle Barrière and Valerie Shafer</i>	“The duck hits! The monkey too!” - 3-to-4-year-olds understand ellipsis sentences and the adverb “too” <i>Leticia Schiavon Kolberg, Alex de Carvalho and Anne Christophe</i>	Infants’ understanding of the syntax-semantics mapping for the Hungarian inessive locative <i>Rachel Dudley, Ágnes Melinda Kovács and Ernő Téglás</i>
10:00– 10:30	Phonological typology and learning biases for word forms <i>Johanna Basnak and Mitsuhiro Ota</i>	Investigating children's understanding of gapping with negation and disjunction <i>Lyn Tieu and Stephen Crain</i>	Syntactic representations in Polish-English bilingual children: Evidence from priming <i>Marta Wesierska, Ludovica Serratrice, Vanessa Cieplinska and Katherine Messenger</i>
10:30– 11:00	The development of canonical proportion continues through 6 years of age <i>Kasia Hitczenko, Erika Bergelson, Marisa Casillas, Heidi Colleran, Meg Cychosz, Pauline Grosjean, Lisa R. Hamrick, Bridgette L. Kelleher, Camila Scaff, Amanda Seidl, Sarah Walker and Alejandrina Cristia</i>	English-acquiring 4-year-olds’ understanding of the interaction between <i>too</i> and focus <i>Hisao Kurokami, Daniel Goodhue, Valentine Hacquard and Jeffrey Lidz</i>	How do children interpret the meaning of conditional statements? <i>Patricia A. Ganea and Myrto Grigoroğlu</i>
11:00– 11:30	BREAK		
11:30– 1:00	SYMPOSIUM: Methodological advances in gaze-based measures of language understanding <i>Martin Zettersten (Princeton University), Michael Frank (Stanford University), Marisa Casillas (University of Chicago), and Daniel Swingle (University of Pennsylvania)</i>		
1:00– 1:15	CONFERENCE CLOSING		

## Poster Session 1 (Friday):

Title	Authors
<i>Group 1: Phonological Development</i>	
Infants' developing sensitivity to vowel phonotactic constraints in English	<i>Hironori Katsuda and Megha Sundara</i>
Effects of everyday language exposure on L2 phoneme acquisition are not the same in all bilingual environments	<i>Margarethe McDonald, Eon-Suk Ko and Margarita Kaushanskaya</i>
Language-specific infant babbling patterns in Kabyle Berber	<i>Dehbia Gaoua, Jackson Kellogg and Jupitara Ray</i>
A longitudinal study of contrastive length in Albanian-speaking children	<i>Enkeleida Kapia, Josiane Riverin-Coutlée, Conceição Cunha and Jonathan Harrington</i>
<i>Group 2: Vocabulary Development</i>	
Two pathways in vocabulary development: Differences in noun and verb semantic structure	<i>Justin B. Kueser, Sabrina Horvath and Arielle Borovsky</i>
From doggy to dog: Developmental shifts in children's use of register-specific words	<i>Kennedy Casey and Marisa Casillas</i>
Relational abstraction in early childhood: Three contexts and three trajectories	<i>Alexandra Carstensen, Minju Kim, Gayoung Kim, Minjin Kang, Caren M. Walker and Youngon Choi</i>
The validity of transcript-based measures of child language development in Czech	<i>Petra Cechova, Klara Matiasovitsova, Kamila Homolkova, Jolana Kohoutkova, Jakub Slama and Filip Smolik</i>
<i>Group 3: Morpho-syntax (Preschool-Age)</i>	
I know, but let's wait and see: Korean-speaking children's comprehension of suffixal passive construction in Korean	<i>Gyu-Ho Shin</i>
The acquisition path for wh-in-situ questions in Brazilian Portuguese: The role of presuppositional contexts	<i>Clariana Vieira and Elaine Grolla</i>
From correlativization to relativization: A view from Czech L1-acquisition	<i>Klára Matiasovitsová, Radek Šimik and Filip Smolik</i>
Distributional learning of recursive structures: The role of the structural representation	<i>Kathryn Schuler and Daoxin Li</i>
<i>Group 4: Morpho-syntax (Preschool-Age)</i>	
Effect of dependent case marking on frame compliance	<i>Anupama Reddy and Kamil Deen</i>
The acquisition of semantic system of classifiers in Japanese children	<i>Maki Kubota, Yuko Matsuoka and Jason Rothman</i>
Word order acquisition from immature representations: A model for noise-tolerant learning of deterministic grammars	<i>Laurel Perkins and Tim Hunter</i>
An acquisitional connection between VP ellipsis and contracted negation	<i>Evan Zysman and William Snyder</i>
<i>Group 5: Morpho-syntax (School-Age)</i>	
Can 5-year-olds overcome verb biases in ambiguity resolution? A priming study	<i>Emily Atkinson and Ilana Mermelstein</i>
The comprehension of V-initial sentences in child Japanese and its implications	<i>Wataru Sugiura</i>
Real-time morphological error detection and grammaticality judgment accuracy in non-native vs. native French	<i>Rodica Frimu and Laurent Dekydtspotter</i>
An acquisitional connection between VP ellipsis and contracted negation	<i>Evan Zysman and William Snyder</i>

<i>Group 6: Semantics &amp; Pragmatics</i>	
Word associations found in the productive language of 3-year-olds show a stronger priming effect than word associations found in adult associative norms	<i>Nadine Fitzpatrick and Caroline Floccia</i>
Plurality inferences: Some insights from the Japanese	<i>Masuyo Ito</i>
Non-conservative quantifiers are unlearnable	<i>Tyler Knowlton, John Trueswell and Anna Papafragou</i>
More <i>could</i> than <i>would</i> : Children overproduce possibility modals in counterfactual consequents	<i>Ioana Grosu and Ailís Cournane</i>
<i>Group 7: Semantics &amp; Pragmatics</i>	
Negative polarity or negative concord? Some children think 'any' means 'no'	<i>Caitlin H. Illingworth, Jee Won Diane Kang, Haley Gibbs, Kathryn Davidson and Roman Feiman</i>
Conceptual and linguistic factors affecting entity construal	<i>Sarah Hye-yeon Lee, Yue Ji and Anna Papafragou</i>
Probing OR vs. NOT-OR in French children: Semantic or pragmatic immaturity?	<i>Antoine Cochard, Hamida Demirdache and Angeliek van Hout</i>
A little pragmatics goes a long way: Modeling the learning of clause type categories	<i>Yu'an Yang, Naomi Feldman, Valentine Hacquard and Jeffrey Lidz</i>
<i>Group 8: Adult Language Learning</i>	
L2 proficiency modulates attention to the mouth during speech processing: An extended replication of Birulés et al. (2020)	<i>Theres Grüter, Jieun Kim, Hitoshi Nishizawa, Jue Wang, Raed Alzahrani, Yu-Tzu Chang, Hoan Nguyen, Michaela Nuesser, Akari Ohba, Sachiko Roos and Mayuko Yusa</i>
Transfer as relexification: The dative alternation in L1 Mandarin - L2 English interlanguage	<i>Hunter McKenzie and Rex Sprouse</i>
Sentence focus identification by adult English L2 learners of Russian	<i>Tatiana Luchkina, Tania Ionin and Maria Goldshtein</i>
Cognate effects during speech production in Russian-English-German trilinguals	<i>Lauren Covey and Anastasiia Mikheeva</i>
<i>Group 9: Multilingualism</i>	
Cross-linguistic influence as motivated by the combined role of structure and language activation using within- and across-languages priming experiments	<i>Ioli Baroncini and Jacopo Torregrossa</i>
Minimizing complexity while maintaining the grammar: The case of diminutives in heritage Twi	<i>Felix Kpogo, Alex Kohut and Charles Chang</i>
The effect of cumulative English exposure on grammatical gender in Spanish in school-age children	<i>Alisa Baron and Katrina Connell</i>
<i>Group 10: Sign Language / Deafness</i>	
Are measures of nonverbal reasoning truly nonlinguistic? Evidence from deaf, hard-of-hearing and typically hearing children	<i>Madeline Quam and Marie Coppola</i>
Visual cohesion in Coda bimodal bilingual productions	<i>Ronice de Quadros, Marilyn Mafra Klamt, Pamela Perniss and Diane Lillo-Martin</i>
How many arguments can homesigners handle when they learn ASL?	<i>Rachel Miles, Marla Hatrak and Rachel Mayberry</i>
The function of eye gaze in narrative from a local family sign language	<i>Laura Horton and James Waller</i>



<i>Group 11: Language Input</i>	
Assessing how the linguistic input affects children's mastery of modals	<i>Ailís Cournane, Anouk Dieuleveut and Valentine Hacquard</i>
Infant-Directed Communication: Caregivers' use of overlapping speech and non-speech signals in everyday communication with infants	<i>Jessica E. Kosie and Casey Lew-Williams</i>
Social network characteristics predict vocabulary size among infants in the United States	<i>Asana Okocha, Nicole Burke and Casey Lew-Williams</i>
Variable <i>ne</i> -omission in French children's input and production	<i>Yiran Chen and Kathryn Schuler</i>
Predicting children's language skills at 4;6 from earlier input & language skills	<i>Shannon Dailey and Erika Bergelson</i>
<i>Group 12: Interaction</i>	
Getting creative: A Neural Network approach to predicting child utterances in 12 typologically diverse languages	<i>Olivier Rüst, Marco Baroni and Sabine Stoll</i>
Two-year olds' referential determiners in discourse	<i>Lila Gleitman and Charles Yang</i>
Turn-taking predicts vocabulary acquisition at age 18 months: A large-scale study of daylong recordings	<i>Liudmyla Feurstein, Reinhard Furrer and Sabine Stoll</i>
<i>Group 13: Language &amp; Cognition</i>	
Acquisition of perceptual words by young children with congenital sensory impairments	<i>Erin Campbell, Molly Cooke, Derek Houston and Erika Bergelson</i>
Lexicalized scales in Italian-German bilingual children	<i>Francesca Foppolo and Flavia Adani</i>
How early does object naming influence object representations?	<i>Dana Michelle Chan, Alexander LaTourrette and Sandra R. Waxman</i>
Individual differences in linguistic knowledge affect sentence comprehension strategies in 5-year-olds	<i>Kathleen Oppenheimer, Jan Edwards and Yi Ting Huang</i>
<i>Group 14: Neuroimaging</i>	
The neonate brain's sensitivity to repetition-based structure: Specific to speech?	<i>Caroline Nallet, Janet F. Werker, Iris Berent and Judit Gervain</i>
Six-month-old infants' abilities to represent sequences of different syllables in speech	<i>Irene de la Cruz-Pavía and Judit Gervain</i>
Gamma activity in the processing of intermediate gaps in native and nonnative French	<i>Laurent Dedydspotter, Kate Miller, Michael Iverson and Yanyu Xiong</i>
<i>Group 15: Atypical Populations</i>	
Phenotypic overlap in developmental language disorder and autism spectrum disorder: A comparative meta-analysis of processing speed	<i>Nicole Zapparrata, Patricia Brooks, Teresa Ober and David Rindskopf</i>
A cross-syndrome comparison of raising: Insights from comprehension of raised and unraised sentences in children with SLI and children with Williams syndrome	<i>Alexandra Perovic, Vikki Janke and Ken Wexler</i>
Theory of Mind development in monolingual and bilingual children with Autism Spectrum Disorder over time: Relations with language, executive functions and IQ	<i>Eleni Peristeri, Margreet Vogelzang, Ianthi Maria Tsimpli and Stephanie Durrleman</i>
LITMUS-SR-NL-16: A short sentence repetition task to identify children with DLD	<i>Mélanie C. van Barneveld, Jeannette Schaeffer and Annette Scheper</i>

## Poster Session 2 (Saturday):

Title	Authors
<i>Group 1: Phonological Development</i>	
Prompted revisions in two-year-olds' speech disclose hidden knowledge of onset clusters	<i>Clara Levelt</i>
Language development across three varieties of American English	<i>Christiana Christodoulou and Ianthi Maria Tsimpli</i>
“Now LUCY is klexxing”: How prosodic focus guides word learning and alternative processing	<i>Martin Ho Kwan Ip, Alex de Carvalho and John Trueswell</i>
Not all /r/ and /l/ are difficult to discriminate for Japanese infants: Japanese infants' discrimination of Mongolian /r/ and /l/	<i>Rongna A, Naoto Yamane and Reiko Mazuka</i>
<i>Group 2: Word Learning &amp; Vocabulary</i>	
Memory advantage for produced words in children aged 5- and 6-years old: Retention after one-week?	<i>Belen Lopez Assef, Margarethe McDonald, Amélie Bernard and Tania Zamuner</i>
Just keep guessing: Semantic similarity does not guide cross-situational word-learning from caregivers' ambiguous utterances	<i>Alexander LaTourrette, Charles Yang and John Trueswell</i>
Typological variation in predicting early word learning across languages	<i>Georgia Loukatou, Alvin Wei Ming Tan, Mika Braginsky, Jessica Mankewitz and Michael Frank</i>
The association between screen media use and language development	<i>Haifa Alroqi, Ludovica Serratrice and Thea Cameron-Faulkner</i>
<i>Group 3: Word Learning &amp; Vocabulary</i>	
Overly strong interpretations of modal verbs in child language	<i>Frank Staniszewski, Rachel Stacey and Athulya Aravind</i>
Syntactic bootstrapping over socio-observational cues: A case from empathy	<i>Kamil Deen and Akari Ohba</i>
<i>Group 4: Morpho-syntax</i>	
Towards a hierarchy of featural mismatch effects in the acquisition of A'-dependencies: A comprehension study with French children	<i>Anamaria Bentea, Ur Shlonsky and Stephanie Durrleman</i>
Roma children are sensitive to the Recursive Set Subset Ordering Principle for adjectives	<i>Hristo Kyuchukov, Adina Camelia Bleotu and Tom Roeper</i>
The left periphery of the sentence in child Brazilian Portuguese: Evidence for the “Growing Trees” approach	<i>Miguel Meira and Elaine Grolla</i>
The comprehension and production of Japanese relative clauses by children	<i>Nozomi Tanaka and Akari Ohba</i>
<i>Group 5: Morpho-syntax</i>	
Individual differences in structural priming in Dutch children: The influence of perspective-taking	<i>Joyce van Zwet and Sharon Unsworth</i>
What do you think we know about Italian children's long-distance wh-questions?	<i>Chiara Dal Farra, Aurore Gonzalez, Johannes Hein, Silvia Silleresi, Kazuko Yatsushiro, Uli Sauerland and Maria Teresa Guasti</i>
Acquiring Japanese passives: A production study	<i>Artemis Alexiadou and Ivona Ilic</i>
Time strengthens children's knowledge of phrase and sentence structure	<i>Heidi Getz and Elissa Newport</i>



<i>Group 6: Corpus &amp; Simulation Studies</i>	
Subject interpretation in main and subordinate clause in child Japanese	<i>Masahiko Dansako</i>
Productivity and recursion in English compounding	<i>Charles Yang</i>
A case for exceptions: Acquiring Icelandic dative productivity	<i>Iris Nowenstein and Sigríður Sigurjónsdóttir</i>
Syntactic knowledge, statistics, or both? Simulating the production of very early child multiword utterances	<i>Qihui Xu, Martin Chodorow and Virginia Valian</i>
<i>Group 7: Semantics</i>	
Children's interpretation of comparatives with differentials	<i>Leo Rosenstein, KD Dretler and Martin Hackl</i>
Revisiting the acquisition of conditionals in early language production	<i>Myrto Grigoroglou and Patricia A. Ganea</i>
<i>Group 8: Sentence Processing</i>	
Verb-specific biases are shaped by developmental experience with verb-general tendencies	<i>Rhosean Asmah, Sophie Domanski, Kathleen Oppenheimer and Yi Ting Huang</i>
<i>That</i> -trace phenomenon in Najdi Arabic learners of English: Evidence from sentence acceptability judgments	<i>Saad Dossari and Lauren Covey</i>
Do children share adult biases?: A silent gesture study with 6-year-olds	<i>Jess Villiger and Molly Flaherty</i>
<i>Group 9: Adolescent Language Learning</i>	
Examining how African American English- and Mainstream American English-speaking children process subject-verb agreement in sentences	<i>Arynn S. Byrd, Yi Ting Huang and Jan Edwards</i>
Initial state of L2 French interrogatives: Classroom input overrides derivational complexity and L1 transfer	<i>Thomas Hammond and Kook-Hee Gil</i>
The role of morphological cues in the comprehension of complex syntax: The case of Arabic-speaking children in Canada	<i>Evangelia Daskalaki, Adriana Soto-Corominas, Aisha Barise and Johanne Paradis</i>
Evaluating unsupervised word segmentation in adults: A meta-analysis	<i>Wesley Ricketts and Joshua K. Hartshorne</i>
<i>Group 10: Multilingual Learning</i>	
Cross-linguistic influence in L <sub>n</sub> processing: Gender agreement in Norwegian possessives	<i>Brechje A. van Osch, Merete Anderssen, Natalia Mitrofanova and Ludovica Serratrice</i>
Transfer in Cantonese-English learners' L3 Mandarin	<i>Jing Crystal Zhong and Bonnie D. Schwartz</i>
A comparison of automatic and manual measures of turn-taking in monolingual and bilingual contexts	<i>Naja Ferjan Ramirez, Daniel Hippe, Yael Weiss, Adeline Braverman and Patricia K. Kuhl</i>
<i>Group 11: L2 Acquisition</i>	
Grammatical attainment by deaf learners with and without early sign language support as compared to hearing L2 learners	<i>Qi Cheng and Jessie Zeng</i>
Take it or deny it? – The effect of conflicting sociopragmatic norms and values in L1 and L2 on the response strategies to compliments by Chinese ESL learners	<i>Kristen Zhuang and Elaine Lau</i>
Testing knowledge of English verb phrase ellipsis in Greek advanced learners of English	<i>Vikki Janke and Marina Kolokonte</i>

<i>Group 12: L2 Acquisition</i>	
Syntactically-constrained semantic prediction in L1 and L2 speakers	<i>Carrie Jackson, Holger Hopp and Theres Grüter</i>
Evaluating referent salience in pronoun processing by native and non-native speakers	<i>Tingting Wang, Utako Minai and Alison Gabriele</i>
Online vs. offline sensitivity to missing plural marking in L2 English	<i>Tania Ionin, Amy Atilas, Sea Hee Choi, Chae Eun Lee and Mien-Jen Wu</i>
<i>Group 13: Language Input</i>	
Does conversational context influence SES associations with language input and language development?	<i>Klaudia Kulawska, Meredith L. Rowe, Katie A. McLaughlin, Liliana J. Lengua and Rachel R. Romeo</i>
The role of conversational semantic contingency on children's language development across socioeconomic backgrounds	<i>Grace K. Kim, Meredith L. Rowe, Katie A. McLaughlin, Liliana J. Lengua and Rachel R. Romeo</i>
The alignment of deaf children's gaze with parent ASL input	<i>Paris Gappmayr and Amy Lieberman</i>
Do pedagogical questions promote infants' inquisitiveness and learning?	<i>Maria Mavridaki and Agnes Melinda Kovacs</i>
<i>Group 14: Atypical Populations</i>	
Word learning over videoconferencing in autistic and non-spectrum children	<i>Rhiannon J. Luyster, Taylor Boyd, Thuy Buonocore, Taina Hernandez McShane and Sudha Arunachalam</i>
Mandarin aspect production in children with autism spectrum disorder plus language impairment	<i>Lijun Chen and Stephanie Durrleman</i>
Williams Syndrome: The impact of visuospatial impairment does not affect the domain of subcategorization in PPs	<i>Renata Martins Oliveira and Marina Augusto</i>
The syntax of passives in adults with Williams Syndrome - Deficient or not?	<i>Ivana Jovovic</i>
<i>Group 15: Reading Development</i>	
The impact of literacy on the comprehension of verbal passives in school-age Spanish heritage speakers and L1 Spanish adults	<i>Andrew Armstrong and Silvina Montrul</i>
Effects of low-income Latina mothers' language with their preschool children on later literacy development in English	<i>Peter de Villiers, Vivian Almaraz, Sara Beltran, Lissandra Camacho, Lydia Quevedo and Ran Yan</i>

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