

BUCLD 48 Schedule
November 2-5, 2023
George Sherman Union, Boston University

Thursday, November 2nd

1:00–6:00	<p>SOCIETY FOR LANGUAGE DEVELOPMENT SYMPOSIUM https://web.sas.upenn.edu/societyforlanguagedevelopment/symposium/ METCALF LARGE</p>
6:30–7:30	<p>STUDENT WORKSHOP: Community engaged research in language development: What, why, and how Dr Adriana Weisleder CONFERENCE AUDITORIUM</p>

Friday, November 3rd

	Session A: Spoken language in children with CIs	Session B: Word learning	Session C: Morpho-syntax in multilingualism
9:00–9:30	<p><i>The contributions of auditory experience and spectral degradation to delays in spoken word recognition by children with cochlear implants</i> Christina Blomquist, Rochelle S. Newman and Jan Edwards</p>	<p><i>Preschoolers' real-time eye movements reveal sensitivity to connective meanings during word learning</i> Elizabeth Swanson, Hugh Rabagliati and Alex de Carvalho</p>	<p><i>Relativized Minimality in L2 revisited: Effects of L1 and tense on processing of object relative clauses</i> Lydia White, Vera Xia and Natália Brambatti Guzzo</p>
9:30–10:00	<p><i>Audiovisual Perception of Mandarin Tones by Children with Cochlear Implants</i> Ping Tang, Yanan Shen, Yan Feng and Shanpeng Li</p>	<p><i>Effects of uncertainty on word learning in 2-year-old infants and adults</i> Alan Langus, Barbara Hoehle and Adamantios Gafos</p>	<p><i>Feature reassembly in adult SLA - a bi-directional study of Spanish and English relative pronouns</i> Wenqi Zeng, Katherine Will and Becky Gonzalez</p>
10:00–10:30	<p><i>Rapid label-referent mapping with vocoded speech in young infants</i> Amanda Saksida, Mireia Marimon and Alan Langus</p>	<p><i>Active information-seeking in support of learning extensions of novel words</i> Molly Cutler, Martin Zettersten and Casey Lew-Williams</p>	<p><i>Uncovering Cross-linguistic Morphosyntactic Transfer in Second Language Learning</i> Zoey Liu, Emily Prud'hommeaux and Joshua K. Hartshorne</p>
10:30–11:00	BREAK		

	Session A: Prosody	Session B: Language learning and ASD	Session C: Morpho-Syntax
11:00–11:30	<i>Investigating infants' sensitivity to the shape of prosodic contours</i> Jessica Gemignani, Caterina Marino, Anna Martinez Alvarez and Judit Gervain	<i>Word Learning through Pragmatic Inference in Children with Autism: a Web-Based Eye-Tracking Study</i> Katherine Trice, Angelina DiNardo and Zhenghan Qi	<i>Reconsidering the Semantic Subset Principle: Japanese children do have wide scope of disjunction under negation</i> Tetsuya Sano, Akari Ohba, Mayuko Yusa and Kamil Deen
11:30–12:00	<i>Coverbal speech gestures do not impact preschoolers' ability to use prosodic information to constrain parsing</i> Elodie Charpentier, Leticia Schiavon Kolberg and Alex de Carvalho	<i>Accurate, but not flexible? Perceptual learning of receptive prosody in autistic adolescents</i> Chigusa Kurumada, Rachel Rivera, Paul Allen and Loisa Bennetto	<i>Emergent syntactic categories and increasing granularity: evidence from a multilingual corpus study</i> Núria Bosch and Theresa Biberauer
12:00–12:30	<i>Pitch and repetition in bilingual infant-directed speech</i> Andrea Ramirez Barajas, Michelle Cohn and Katharine Graf Estes	<i>The influence of social and non-social language input on autistic children's language learning</i> Krisya Louie, Heeju Hwang, Carol K. S. To, Chui Yin Ng and Jean Ng	<i>Negated disjunction in (native and) nonnative Korean</i> Youngin Lee and Bonnie D. Schwartz
12:30–2:00	LUNCH NIH/NSF FUNDING SYMPOSIUM – CONFERENCE AUDITORIUM		

	Session A: Syntactic development	Session B: Word learning	Session C: Late L2 acquisition
2:00–2:30	<i>Acquisition of *ABA paradigms in a child Artificial Language Learning Experiment</i> Giovanni Roversi, Kate Kinnaird and Athulya Aravind	<i>Touching to learn: How number of sensory cues impacts word learning</i> Amanda Seidl, Michelle Indarjit and Arielle Borovsky	<i>How flexible are grammars past puberty? Evidence from Turkish-American returnees</i> Aylin Coskun Kunduz and Silvina Montrul
2:30–3:00	<i>Corpus-based assessment of cues to thematic role assignment in German and Russian</i> Yevheniy Skyra, Rowena Garcia, Evan Kidd and Natalia Gagarina	<i>Natural dynamics of caregiver-child affect relate to communication and children's word knowledge</i> Mira Nencheva and Casey Lew-Williams	<i>The Effect of L2 Age of Acquisition on L3 Regressive Transfer: Testing the Differential Stability Hypothesis</i> Joonhee Kim and Kitaek Kim
3:00–3:30	<i>On the (non-)relation between perceived acceptability and production of L2 English subject relative clauses</i> Fred Zenker and Bonnie D. Schwartz	<i>Syntactic and referential cues independently inform verb meaning while referential cues trump syntax when in conflict</i> Yiran Chen, Alexander LaTourrette and John Trueswell	<i>Sensitivity to animacy information in 3rd person plural agreement in L2 Turkish</i> Munir Ozturhan, Alison Gabriele and Robert Fiorentino
3:30–5:30	POSTER SESSION 1 – METCALF SMALL + CONFERENCE AUDITORIUM		
5:30–7:00	KEYNOTE ADDRESS: Embodied and Embedded Word Learning: The Active Infant in a Social & Physical World Dr. Catherine Tamis-LeMonda METCALF LARGE		

Saturday, November 4th

	Session A: Parent-child interaction	Session B: Sign Language Acquisition	Session C: Sentence processing
9:00–9:30	<i>Vocal maturity predicts adult responsiveness in a Tzeltal Mayan community</i> Yuchen Jin, Juan Méndez Girón, Gilles Polian, Kennedy Casey and Marisa Casillas	<i>Morpho-phonology and Articulatory Energy in Expressing Complex Motion Events in Turkish Sign Language (TİD) and Age of Acquisition Effects</i> Kadir Gökgöz, Onur Keles and Emre Bilgili	<i>Hierarchical versus linear processing in toddlers: The case of subject-verb agreement</i> Rushen Shi and Audrey-Anne Gilbert
9:30–10:00	<i>The dynamics of child-driven information-seeking and caregiver scaffolding during word learning</i> Martin Zettersten, Alyssa Guillu and Casey Lew-Williams	<i>Who did what to whom? Marking event participants in Nicaraguan Sign Language</i> Annemarie Kocob, Jessica Carter and Jesse Snedeker	<i>A meta-analysis of syntactic priming experiments in children</i> Shanthi Kumarage, Seamus Donnelly and Evan Kidd
10:00–10:30	<i>Cross-culturally children attend more to surrounding child speech than to surrounding adult speech</i> Johanna Schick and Sabine Stoll	<i>The impact of language experience on word order in the first cohort of an emerging sign language</i> Rachel Miles and Rachel Mayberry	<i>Processing to Learn? Effects of prediction error in L2 structural priming</i> Duygu Safak and Holger Hopp
10:30–11:00	BREAK		
	Session A: Early morpho-syntax acquisition	Session B: Language input	Session C: Multilingual acquisition
11:00–11:30	<i>Controlled morphological variation in Ayöök child-directed speech</i> Sophie Pierson	<i>Using story-guided looking to measure young children's recognition of phonetically reduced words</i> Caroline Beech, Megan Shelton and Daniel Swingley	<i>The acquisition of relative clauses by Italian-German bilingual children: The effect of child-internal and child-external factors</i> Anna Michelotti, Jacopo Torregrossa and Flavia Adani
11:30–12:00	<i>Infants use inflectional morphology to categorize verbs in varying syntactic environment</i> Audrey-Anne Gilbert and Rushen Shi	<i>Comparing language input in homes of blind and sighted children: Insights from daylong recordings</i> Erin Campbell, Lillianna Righter, Eugenia Lukin and Elika Bergelson	<i>Crosslinguistic priming of syntactic and information structure in bilingual development: Evidence from Polish-English bilingual children</i> Marta Wesienska, Katherine Messenger, Vanessa Cieplinska and Ludovica Serratrice
12:00–12:30	<i>How toddlers answer multiple wh-questions</i> Keely New, Premvanti Patel and Athulya Aravind	<i>Language input from mother-mother dyads: An exploratory study of gender/sex-related variability in the use of parentese</i> Adeline Braverman, Lili Correa and Naja Ferjan Ramirez	<i>Factors conditioning individual differences in heritage language bilingualism: The case of Mandarin sortal classifiers</i> Jiuzhou Hao, Maki Kubota, Fatih Bayram, Jorge Gonz lez Alonso, Theres Grüter, Muhan Li and Jason Rothman

12:30-1:30	LUNCH Pop Up Mentoring Program (PUMP) – METCALF LARGE		
	Session A: Phonology	Session B: Vocabulary development	Session C: Pragmatics
1:30-2:00	<i>Stop voicing perception in the societal and heritage language of Spanish-English bilingual preschoolers: The role of age, input quantity and quality</i> Simona Montanari, Jeremy Steffman and Robert Mayr	<i>Comparing parent-report and looking time measures of infants' knowledge of individual words</i> Melanie Lopez Perez, Charlotte Moore, Andrea Sander-Montant and Krista Byers-Heinlein	<i>Sources of evidence for acquiring discourse connectives: Explaining production-comprehension asymmetry in the acquisition of but</i> Hugh Rabagliati, Hans Wilke, Hannah Rohde and Barbora Skarabela
2:00-2:30	<i>Alternative representations for obstruent+lateral strings in German-speaking children with phonological disorders</i> Aliza Ellner and Heather Goad	<i>You call it a dog, but I call it a dalmatian: Preschoolers learn and use new sociolinguistic associations</i> Sophie Regan and Mahesh Srinivasan	<i>Children do not overuse "the" in natural production</i> Yuanfan Ying, Valentine Hacquard, Alexander Williams and Jeffrey Lidz
2:30-3:00	<i>Alienology: Producing opaque phonology</i> Danica Reid, Sahibnoor Dhami, Danielle Brady and Ashley Farris-Trimble	<i>How does social contingency facilitate early vocabulary development?</i> Elena Luchkina and Fei Xu	<i>Copula Absence Variation in Adult and Child Corpus Speech</i> Jordyn Martin, Marisa Casillas, Sharese King and Claire Bergey
3:00-3:30	<i>Infants' initial sensitivity to vowel harmony is experience independent</i> Elizabeth Sola-Llonch and Megha Sundara	<i>Delayed language development affects semantic competition in 18-month-olds</i> Justin Kueser, Claney Outzen, MaryCarson Adams, Barbara Brown, Sharon Christ, Risa Stiegler and Arielle Borovsky	<i>Children's Interpretations of Referential and Expletive It</i> Athulya Aravind and Megan Gotowski
3:30-5:30	POSTER SESSION 2 – METCALF SMALL + CONFERENCE AUDITORIUM		
5:30–7:00	Awards and Recognition: Jean Berko Gleason Award, Diversity Travel Fellowships, and Paula Menyuk Awards METCALF LARGE		
	PLENARY ADDRESS: The Fingerprints of Universal Grammar Dr. Kamil Deen METCALF LARGE		
7:00–8:30	RECEPTION SPONSORED BY DUOLINGO – ZISKIND LOUNGE		

Sunday, November 5th

	Session A: Acquisition of morpho-syntax	Session B: Sign Language and Gesture	Session C: Neural processing
9:00–9:30	<i>Linguistic and extralinguistic constraints on school-age children's use of variable nominal plural marking in Brazilian Portuguese</i> M. Cole Callen	<i>Show and Tell: Children's depictive strategies in silent gesture vs. sign</i> Casey Ferrara and Susan Goldin-Meadow	<i>Maturation of grammar in adolescence: ERP evidence for continuous agreement consolidation</i> Guillaume Blais, Émilie Courteau, Karsten Steinhauer and Phaedra Royle
9:30–10:00	<i>Children selectively use "when" and "if" to talk about certain and uncertain possibilities</i> Yanwan Zhu and Roman Feiman	<i>Domain and conventionality influence how metaphors are processed as well as children's inhibition control: A gesture-based study with Turkish speaking preschoolers.</i> Meryem Ezgi Bayramoğlu and Duygu Özge	<i>Neuroanatomical Support for the Maturational Hypothesis of Subject-Experiencer Passives</i> Roeland Hancock, Sahil Luthra and William Snyder
10:00–10:30	<i>Non-Canonical Agreement in Early Grammar</i> Megan Gotowski and Athulya Aravind	<i>Not a matter of a degree: ASL signing children and acquisition of gradability</i> Helen Koulidobrova and Gabriel Martinez Vera	<i>Using ERP to examine lexicosemantic prediction in L1-Swedish learners of L2 English</i> José Alemán Bañón and Clara D. Martin
10:30–11:00	<i>Children's regularization increases when variation resembles speech errors</i> Kathryn Schuler and Yiran Chen	<i>Mechanisms of early vocabulary acquisition persist under variability</i> Amelia Becker, Naomi Caselli, Amy Lieberman and Jennie Pyers	<i>Children with DLD show deficits in the neural encoding of shape and movement.</i> Natalya Kaganovich, Jennifer Schumaker, Emma Gausman and Teanna Pounds
11:00–11:30	BREAK		
11:30–1:00	SYMPOSIUM: Current and future contributions of studies of children with Specific Language Impairments Mabel Rice, Sean Redmond, Claire Selin, Teresa Girolamo, and Erin Andres METCALF LARGE		
1:00–1:15	CONFERENCE CLOSING – METCALF LARGE		

POSTER SESSION I (Friday)

Topic	Title	Authors
Group 1: Sign language acquisition	The role of ASL handshape classifiers in visual spatial skill development: A comparative analysis	Melody Schwenk and Lorna C. Quandt
	Profile of a Family's Bimodal Bilingual Development	Deborah Chen Pichler, Mary Cecilia Conte, Patrice Creamer, Martin Dale-Hench, Elaine Gale, Linghui Gan, Corina Goodwin, Shengyun Gu, Kaj Kraus, Chui-Yi Margaret Lee, Diane Lillo-Martin, Jeffrey Palmer, Bettie Petersen and Meghan Shaw
	The impact of early sign language exposure on statistical learning in deaf and hard of hearing children	Anne Wienholz, Daniela Schönberger, Nele Jonasson, Rebecca Püppke, Isabella Buckenmaier, Brigitte Röder and Barbara Hänel-Faulhaber
	Age of acquisition effects in zero-anaphora comprehension in Turkish Sign Language	Hande Sevgi and Kadir Gökgöz
Group 2: Bilingual language learning	Charting the Impact of Environmental Transitions on Young Bilinguals' Language Exposure	Tanya Glowacki, Laia Fibla and Krista Byers-Heinlein
	Phonological and Semantic Consolidation of Novel Words in Monolingual and Bilingual Children	Caitlyn Slawny, Margarethe McDonald and Margarita Kaushanskaya
	Rhetorical questions in bilingual acquisition: optionality at the syntax-discourse interface	Maria Ferin, Miriam Geiss, Theodoros Marinis and Tanja Kupisch
	Contrastive Neural Network Reveals the Structure of Neuroanatomical Variation within Bilingualism	Wei Li, Aidas Aglinskas and Joshua K. Hartshorne

Group 3: DLD/Language Delay	Comprehension and production of relative clauses by Mandarin-speaking children with and without developmental language disorder	Shenai Hu, Lin Zhong, Shaowei Li and Maria Teresa Guasti
	German LITMUS sentence-repetition task as a screening tool for the identification of SLI in bilingual children in Germany: The role of syntactic complexity and working memory	Lina Abed Ibrahim and Cornelia Hamann
	Do siblings of autistic children who do not receive a diagnosis of autism show typical language development trajectories?	Marielle Weyland, Pauline Maes and Mikhail Kissine
	Quantity and Quality: function word acquisition in children ages 13 to 36 months with hearing loss	Alexa Kondas, Hazel Cho, Abby Motley and Yun Kim
Group 4: Computational modeling	The structure of language to young children promotes distributional learning of atomic and static lexical representations	Philip A. Huebner and Jon Willits
	I forgot but it's okay: Learning about island constraints under child-like memory constraints	Niels Dickson, Lisa Pearl and Richard Futrell
	A learning-based account of non-productivity in Dutch voicing alternations	Caleb Belth
	Modelling the distributional learning of verb argument structure	Daoxin Li
Group 5: Morpho-syntax in L2 learning	Task effects in the integration of plural marking in L2-English	Tania Ionin, Amy Atilas, Chae Eun Lee and Mien-Jen Wu
	Interpretation and processing of negatively quantified sentences: A bidirectional study of learners of English and Chinese	Shaohua Fang and Alan Juffs
	The acquisition of the periphrastic and se-passives in L2 Spanish: A priming and acceptability task investigation	Erin Mauffray and Victoria Mateu
	Syntactic or semantic sensitivity? Predictive aural processing of Mandarin garden-path sentences by L1, L2, and heritage speakers	Vanessa Sheu and Elaine J. Francis

Group 6: Social context of word learning	How does shared book reading support language development? Evidence from a dual head-mounted eye-tracking study	Yayun Zhang, Caroline Rowland and Chen Yu
	Adults, but not 3-year-olds, use prior linguistic context to inform subsequent noun mappings	Alexander LaTourrette, Charles Yang and John Trueswell
	Toddlers learn words from a social robot?!	Mireia Marimon, Charleen Oelschlägel and Alan Langus
	Assessing Intergenerational Transmission of Bikol	Louward Allen Zubiri and Kamil Deen
Group 7: Child-directed input	What do Parents Really Think? Maternal Beliefs around Parentese Predict its use in Daylong Recordings	Naja Ferjan Ramirez
	Comparing utterance composition and conversational content in everyday language input to blind and sighted toddlers	Eugenia Lukin, Erin Campbell, Lillianna Richter and Erika Bergelson
	Simplification in contingent child-directed speech is the result of responsive attunement	Morgane Jourdain and Sabine Stoll
	Exploring prosodic variation between contexts in infant-directed speech and its relation to language development	Jenna DiStefano, Michelle Cohn, Georgia Zellou and Katharine Graf Estes
	Using Naturalistic Language Samples to Understand the Link between Language Input and Speech-Language Development in Preschoolers with Cochlear Implants	Rochelle S. Newman, Jan R. Edwards, Benjamin Munson, Rachel R. Romeo, Jessica E. Kosie and Meg Cychosz
Group 8: Phonetics & Phonology in L2 acquisition	Foreign-language speech segmentation in ab initio child learners: The roles of sublexical and lexical L2 overlap and phonological awareness	Katie Von Holzen, Marie Schnieders, Sophia Wulfert and Holger Hopp
	Learning representations at the phonetics-phonology interface in Spanish as a heritage language	Gemma Repiso Puigdelliura
	Phonetic properties of code-switching in infant-directed and adult-directed speech	Erika Exton and Rochelle S. Newman

Group 9: Pragmatic development	Negation-triggered inferences in preschool children	Xiaowen Zhang and Peng Zhou
	Pragmatic underpinnings of the basic-level bias	Anna Papafragou and June Choe
	Learning factivity via syntax and pragmatics: a corpus study	Serene Siow and Nick Huang
	Preschoolers are adult-like in their sensitivity to sentence-level focus: Evidence from logical scope interpretation	Balazs Suranyi and Máté Gulás
Group 10: Language & Cognition	Understanding the relationship between children's literalist behavior and metaphor comprehension development	Mary Beth Neff and Ingrid Lossius Falkum
	On the role of alternatives and QUD in implicatures with disjunction in child Romanian	Adina Camelia Bleotu, Andreea Nicolae, Anton Benz, Gabriela Bilbiie, Mara Panaitescu, Monica Casa and Lyn Tieu
	Similarity is an uneven guide to meaning: Developmental differences in cross-situational polyseme learning	Victor Gomes, Alexander LaTourrette, Katinka Tangen and John Trueswell
	Conceptual constraints on preschoolers' interpretations of ambiguous sentences	Paul Haward and Mahesh Srinivasan
	Does Brief Exposure Allow 6-month-old Infants to Link Sign Language to Cognition?	Alison Lobo, Miriam Novack and Sandra R. Waxman
Group 11: Corpus studies of language learning	The syntax of adverbs in the early production of Italian children	Sonia Patrizi and Emanuela Sanfelici
	Referent-oriented interactions in infancy: A naturalistic, longitudinal case study	Erica Wojcik, Meghan C. Pierce, Gracie Stevens and Sarah Goulding
	Modeling the Learning of Syntactic Parameters from Parsed Data	Molly Thornber, Matthew Alexander, Lucas Piermarocchi, Zach Sebree and Alan Ke
Group 12: Morpho-syntax in child language learning	Acquisition of passives and benefactives in Japanese: In reference to Theory of Mind	Reiko Okabe, Miwa Isobe, Shigeto Kawahara, Yukino Kobayashi, Yasuyo Minagawa, Saeka Miyahara and Tomoko Monou

	The comprehension of clefts in French: what's Person got to do with it?	Stephanie Durrleman, Ur Shlonsky and Anamaria Bentea
	Discovering inflectional and derivational suffixes in infancy	Megha Sundara and Michelle Johnson
	Subsets from supersets: How children correctly interpret pre-subject only	Kamil Deen, Patrick Brennan, Yu-Tzu Chang, Raymond Daniels, Youngin Lee, Kaiying Lin, Akari Ohba, Anupama Reddy, Alexander Tang, Shigeo Tonoike, Annika Topelian, Jue Wang, Mayuko Yusa and Louward Allen Zubiri
	The role of Anti-Agreement in the comprehension of relative clauses and wh-questions in Tashlhiyt Berber	Imane Bou-Saboun and Jeffrey Lidz
	Children can interpret counterfactual conditionals incrementally using morpho-syntactic cues	Semih Can Aktepe and Duygu Özge

Group 13: Remote posters

3:30-4:30	Investigating the processing of codeswitched determiner phrases: a window to explore the child bilingual mental lexicon.	Raquel Fernández Fuertes, Tamara Gómez Carrero and Juana Muñoz Licerias
	The road to negation: A comparative study of five culturally and typologically diverse languages	Sakine Çabuk-Ballı, Paul Widmer and Sabine Stoll
	Cross-linguistic influence in the interpretation of null/overt subjects by heritage Mandarin Chinese Children	Shijia Yang and Kook-Hee Gil
	Pragmatic atypicalities in undiagnosed sisters of autistic individuals	Marie Belenger and Mikhail Kissine
4:30-5:30	Ameliorating cues in the comprehension of object relative clauses in child Spanish: assessing the interaction between DOM and word order	Jacopo Torregrossa and Giacomo Presotto
	On the licensing conditions for the acquisition of nominal ellipsis in Italian	Caterina Tasinato and Emanuela Sanfelici
	Acquisition of gender agreement is dependent on the distribution of forms in different contexts	Jekaterina Mazara and Sabine Stoll

POSTER SESSION II (Saturday)

Topic	Title	Authors
Group 1: Pragmatic development in school age children	Children's delay in scalar implicatures: Evidence for processing account	Shuyan Wang
	Children make robust lexical predictions in a naturalistic context	Briony Waite, Anthony Yacovone and Jesse Snedeker
	Pragmatic effects in conditional reasoning: The role of alternatives	Myrto Grigoroglou, Amina Shmanova and Patricia A. Ganea
	Do children trust vigilant informants over gullible ones?	Diana Mazzarella, Marie Aguirre, Thomas Castelain and Nausicaa Pouscoulous
Group 2: Computational modeling	The Clustering Approach: an input-driven approach to parameter setting	Alan Ke, Jingying Xu and Lijun Ding
	Addressing the Challenges of Compositional Generalization: A Comparative Study of Models of Language Learning and Representation	Shufan Mao, Philip Huebner and Jon Anthony Willits
	Abstraction via exemplars? A representational case study on lexical category inference in BERT	Kanishka Misra and Najoung Kim
	What are the units? Evaluating how morphological parsing affects distributional learning	Andrew Z. Flores and Jon Willits
Group 3: L2 learning and effects of input	Do bilinguals follow first or second language in moving across spaces in speech and co-speech gesture?	Armita Ghobadi, Samantha Nichole Emerson and Seyda Ozcaliskan
	Accuracy in Listen and Repeat Boosts Comprehension of Turkish as a New Language	Patricia Brooks, Arshia K. Lodhi, Sabina Sharifova, Shan Jiang, Maya Rose, Suzanne van der Feest and Valerie Shafer
	The Unaccusative Trap in adult SLA: evidence from Brazilian Portuguese	Becky Gonzalez
	Hearing and writing German sounds: Influences of phonetic training on L2 perception and spelling	John Scott, Sadi E. Phillips, Charys B. Russell, Ryan Z. J. Lim, Isabelle Darcy and Lisa Süßenbach
Group 4: Word learning	Young Children can do Syntactic Bootstrapping with both Transitive and Intransitive Frames in the Same Session	Junyou Su and Letitia Naigles

	Adaptation to recent linguistic experience guides new word learning in toddlers	Yukun Yu, Naomi Havron, Sandra R. Waxman and Cynthia Fisher
	Three-year-olds generalize verb meanings across syntactic frames in cross-situational verb learning	Yiran Chen, Alexander LaTourrette and John Trueswell
	Mandarin-speaking toddlers use input cues to learn novel unaccusative and unergative verbs	Ziqi Wang, Xiaolu Yang, Stella Christie and Rushen Shi
	Distributional signatures of superordinate nouns	June Choe and Anna Papafragou
Group 5: Vocabulary learning	Which words do children understand but not yet say? Syntactic complexity and the comprehension-production gap	Jonet Artis and Sudha Arunachalam
	Parent-reported vocabulary and looking-while-listening in 164 Czech toddlers: support for validity of Czech CDI:WG and CDI:WS adaptations	Filip Smolík, Tereza Sloupová, Tereza Fialová, Kateřina Chládková and Nikola Paillereau
	Explanations of mechanistic support: the development of children's causal language	Karima Elgamal, Paul Muentener and Laura Lakusta
	Multimodal predictors of early object noun recognition in Tseltal	Kennedy Casey and Marisa Casillas
Group 6: Bilingual language learning	Testing theories of the vocabulary spurt using longitudinal data from bilingual and monolingual infants	Miranda Gómez Díaz, Laia Fibla Reixachs and Krista Byers-Heinlein
	Syntactic Processing in Child Heritage Language Bilinguals: An Eye-tracking Study of Which-questions in Romanian	Anamaria Bentea and Theodoros Marinis
	The impact of codeswitching on bilinguals' novel verb learning	Emma Libersky, Caitlyn Slawny and Margarita Kaushanskaya
	Characterizing preschooler's grammatical errors for monolingual and dual language learners	Chelsea Brown
	Why do older children learn second languages faster than younger children?	Heesu Yun, Wei Li and Joshua K. Hartshorne

Group 7: Acquisition of phonology	Developmental changes in allophonic realization: Japanese-speaking children's production of fricative and affricate allophones	Kyoji Iwamoto, Sanae Matsui, Mafuyu Kitahara and Reiko Mazuka
	Acquisition differences in Mayan languages: a prosodic account	Cassandra Caragine and Lydia Quevedo
	Consonant-vowel perceptual biases in infancy are linked to articulatory-motor productivity	Irene LORENZINI, Henny Yeung and Thierry NAZZI
Group 8: Semantic development	Semantic effects on the perception of emotional prosody in Mandarin Chinese: facilitation for L1 speakers versus interference for L2 learners	Cheng Xiao and Jiang Liu
	Children's encoding of mechanical support in dynamic events	Julia Hauss, Jennifer Barbosa, Angelina Pasquella, Barbara Landau, Paul Muentener and Laura Lakusta
	Mandarin-acquiring children's interpretation of presuppositional you 'again'	Ting Xu, Lyn Tieu and Stella Christie
	The role of linguistic cues and visual information in the felicity judgment of negative sentences in child Japanese	Ayumi Nobuki, Megumi Ishikawa and Utako Minai
Group 9: Language & Cognition	Scene and Heard: Infants use shape and language to categorize places	Yi Lin, Agata Bochynska, Daniel Dilks and Moira Dillon
	Pragmatic skills in Down syndrome: A view from narrative retell	Elisa Mattiauda, Angela Hassiotis and Alexandra Perovic
	Learning about perception from language: evidence from visibility inferences by congenitally blind adults	Ziwen Wang, Lisa Musz, Arielle Silverman, Clarissa Alfonso, Gabriel Pernell, Sophia Keil and Marina Bedny
	Simple and Subjunctives Conditionals in child Greek	Vina Tsakali and Irini Amanaki
	Bilingualism Effects On Theory Of Mind In Children With DLD	Clémence Gordon-Dana, Anamaria Bentea and Stephanie Durrleman

Group 10: Heritage languages	Heritage language status and language exposure in early trilingual development	Erin Quirk, Natasha Hadeed and Krista Byers-Heinlein
	Subject use in Bulgarian heritage speakers: The role of dominance	Dobrinka Genevska-Hanke and Cornelia Hamann
	Case resilience in Marathi heritage speakers	Anupama Reddy and Kamil Deen
	Word order constraints for wh-questions in adult heritage Western Armenian	Annika Topelian and Kamil Deen
Group 11: Late L2 acquisition	'Passive' unaccusatives in L2 English: Learners' acceptability of overpassivized and lexically causativized intransitive verbs	Yu Tazaki
	Going Beyond Speech Perception: Listening Effort in Multilinguals	Dana Bsharat-Maalouf, Jens Schmidtke, Tamar Degani and Hanin Karawani
	L2 and heritage learners of Mandarin use categorical and gradient verb constraints to predict upcoming arguments in dative constructions	Yanxin (Alice) Zhu and Theres Grüter
	Different language-usage experience leads to different learning outcomes: Evidence from Korean subject–predicate honorific agreement	Boo Kyung Jung and Gyu-Ho Shin
Group 12: Lexical processing	Word learning and recognition in monolingually- and multilingually-raised infants	Federica Bulgarelli, Sophie Barry and Erika Bergelson
	Remember the only information that matters: four- and six-year-old children maintain single hypothesis across trials in word learning	Felix Wang and Meili Luo
	Assessing two methods of webcam-based eye-tracking for child language research	Margaret Kandel and Jesse Snedeker

Group 13: Morpho-syntax in adult learning	Can youth suspects understand all Wh-questions?	Maria Arche, Venja Beck, Mai Fleetwood-Bird, Alexandra Perovic, Josep Quer and Jeannette Schaeffer
	The L2 knowledge and processing of Arabic grammatical gender: L1s English and French	Kholoud Al-Thubaiti
	Feature reassembly in L2 acquisition of quantification	Margaret Lei
	Antecedent preferences at the syntax-semantics and syntax-discourse interfaces: Testing the Interface Hypothesis with L1-Japanese L2-English speakers	Amy Atilés

Group 14: Remote posters

3:30-4:30	Metathesis of consonants in child Greek	Eirini Ploumidi
	How Child-Directed Speech Enhances Word Segmentation: Insights from a Computational Modeling Study of Korean	Eon-Suk Ko, Jun Ho Chai and Seongmin Mun
	Communicative efficiency is present in young children and becomes more adult-like with age	Shira Tal, Kenny Smith, Inbal Arnon and Jennifer Culbertson
	Prediction errors in structure and word learning.	Chiara Gambi and Katherine Messenger
4:30-5:30	Socioeconomic Status, Parental Play and Book-reading, Maternal Work Status and Vocabulary Development in Young Korean Children	Jongmin Jung, Jun Ho Chai and Eon-Suk Ko
	Parsing the roles of bilingualism and socioeconomic status in language ability in Autism Spectrum Disorder: Evidence from longitudinal data	Eleni Peristeri, Margreet Vogelzang and Ianthi Maria Tsimpli
	Cross-linguistic similarities in word learning: Prosodic focus is interpreted as contrastive in both English- and French-speaking children	Martin Ho Kwan Ip, Clara Dargent, Elizabeth Swanson, John Trueswell and Alex de Carvalho