

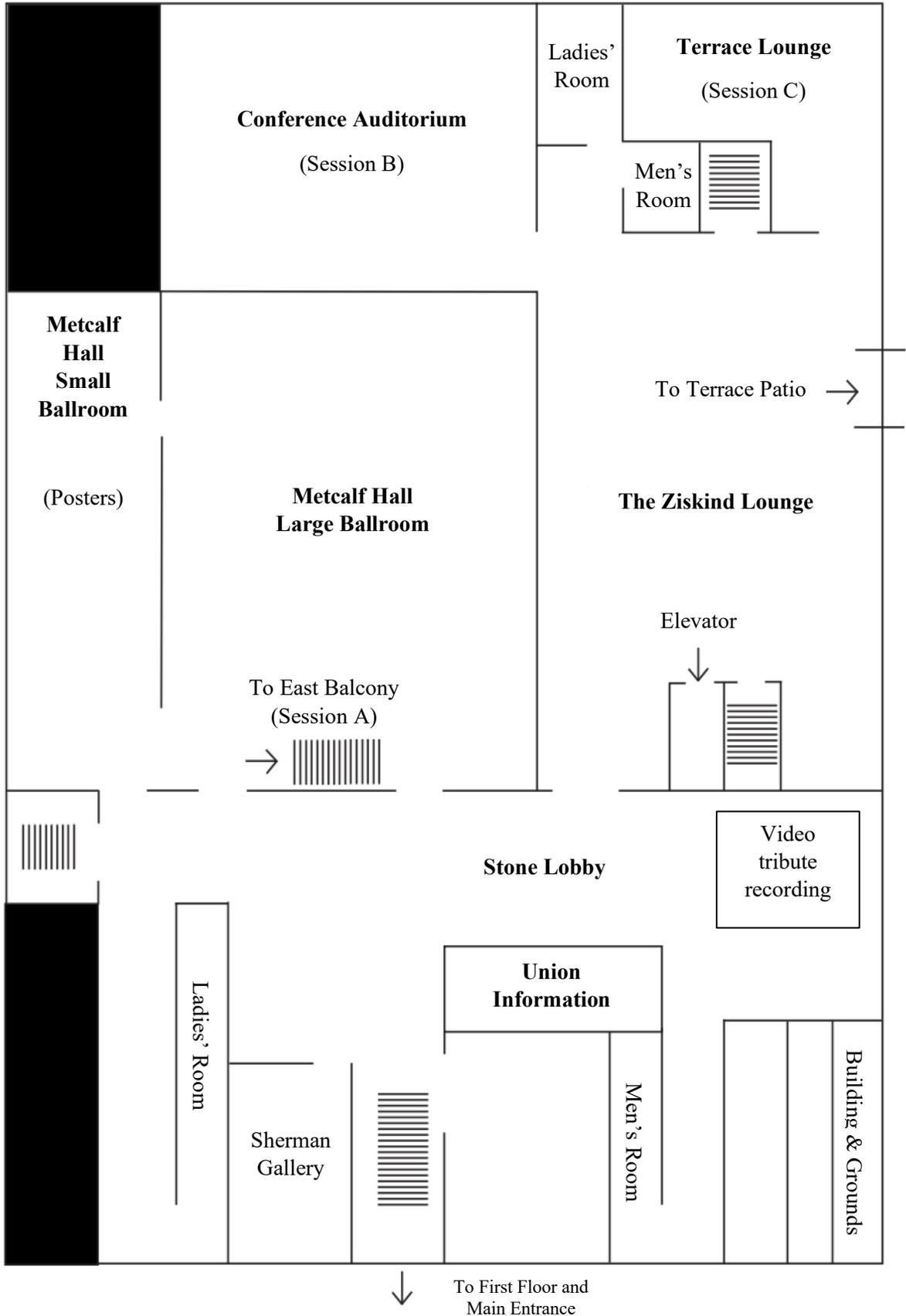
BOSTON  
UNIVERSITY

**The Fiftieth  
Annual  
Boston  
University  
Conference on  
Language  
Development**

November 6–9, 2025  
George Sherman Union



# Map of the George Sherman Union (Second Floor)



# Welcome

Welcome to the **50th 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. Over the past half a century, student organizers and faculty advisors have eventually made this one of the largest international gatherings of linguists, psychologists, and other researchers of language acquisition and development. We are especially grateful to our participants for the research accomplishments you have shared with us over all these past decades. For general information about the conference, visit our website at <http://www.bu.edu/buclid>.

## Proceedings

Once again, we will be publishing the Proceedings of the Conference, which includes papers and posters presented at the conference. If you want a copy of the printed edition at 50% off, go to [www.cascadilla.com/buclid.html](http://www.cascadilla.com/buclid.html) before November 15, 2025 and enter **BU50GOLDEN** as a coupon code in the online shopping cart. As a special offer in celebration of BUCLD's 50th year, this coupon code will work on any past BUCLD proceedings in stock as well (while supplies last).

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 2025 Conference Organizing Committee

### Co-Organizers

Romi Hill  
Xinhan Jiang  
Danutham Worapipat  
Aditya Yedetore

### Committee Members

Michael Ampe  
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### Faculty Advisors

Paul Hagstrom  
Amy Lieberman  
Anthony Yacovone

### Interpreter Coordinator

Deborah Perry

Boston University Conference on Language Development, 111 Cummington Mall,  
Boston, MA 02215, Email: [langconf@bu.edu](mailto:langconf@bu.edu)

## 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 Associate Provost for Research and the Disability and Access Services Office. In addition, BUCLD is supported in part by the National Science Foundation under Grant No. BCS-2141327, and was supported by the National Institutes of Health under Grant No. R13 HD090968 until March 2025.

We are grateful to this year's sponsors and supporters of BUCLD: Duolingo, Cascadilla Press, and John Wiley & Sons Limited.

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 thankful to the faculty and staff of the Linguistics Department for their support and encouragement. We are particularly thankful to our own Najoung Kim and Jonathan Barnes for sponsoring a student travel award.

We extend special thanks to our faculty advisors, Paul Hagstrom, Amy Lieberman, and Anthony Yacovone. 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 Colleen Coakley 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 Deborah Perry and the staff members from Disability and Access Services for assisting with organizing the American Sign Language interpretation, and Nate Stelmach and DeShawn Hendrickson of Learning and Event Technology Services for coordinating our audiovisual needs. 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 in the business report on the conference website: [www.bu.edu/buclld](http://www.bu.edu/buclld). We are 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), or at the Langsam Garage, at 142 Gardner St. The max daily rate is \$28 on weekdays and \$14 on weekends. On Sunday, there will be free on-street parking available as well. 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** 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** with refrigerator 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 and is managed via campus dining. Instructions for ordering via Grubhub are available at the information table.

**Wireless internet access** will be available throughout the GSU on the network BUGuest. There is no password required. Wireless access is also available using eduroam for attendees with access to the eduroam network.

The **information table** at registration will provide the following services:

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

Attendees participating in the Pop-up Mentoring Program (PUMP) can meet in Metcalf Large to pick up a boxed lunch and then are encouraged to find a quiet place to meet.

A **work room** is available in Room 310 for attendees who are looking for an additional space to meet.

Stay updated on conference news and more through our social media accounts: **Bluesky** @buclld, **Instagram** @bu\_buclld, and **Facebook** @BUCLD.

## 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 aims to provide 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 also speak directly with any member of the BUCLD organizing committee at the conference. These individuals, including the BUCLD faculty advisors (see below), will be wearing special name badges. You may also submit an anonymous report to the BUCLD organizing committee using the form available at <https://tinyurl.com/buclid-report>. This form allows you to share any concerns, incidents, or observations related to the conference. Reports submitted through the form will be reviewed promptly by members of the organizing committee. All information you provide will be handled with care, and your identity will not be collected unless you choose to include it.

When appropriate, BUCLD staff will assist with next steps, which may include coordinating with venue management, connecting with local law enforcement, arranging escorts, or providing other support to help ensure your safety and comfort throughout the conference. We value your participation and are committed to fostering a welcoming, respectful, and engaging environment for everyone.

The BUCLD Organizing Committee | [langconf@bu.edu](mailto:langconf@bu.edu)

**BUCLD Faculty Advisors:**

Paul Hagstrom | [hagstrom@bu.edu](mailto:hagstrom@bu.edu)

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Code of Conduct Hotline (during conference) | (484)-30-BUCLD

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Boston University Police Department | 617-353-2121

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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 printed edition at 50% off, go to [www.cascadilla.com/buclд.html](http://www.cascadilla.com/buclд.html) before November 15, 2025 and enter **BU50GOLDEN** as a coupon code in the online shopping cart. As a special offer in celebration of BUCLD's 50th year, this coupon code will work on any past BUCLD proceedings in stock as well (while supplies last).

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# BUCLD 50 – Schedule

November 6-9th, 2025

George Sherman Union, Boston University

<b>Thursday, November 6, 2025</b>	
1:00–6:00	<p><b>SOCIETY FOR LANGUAGE DEVELOPMENT SYMPOSIUM</b></p> <p><i>Large Language Models: What can they tell us about language structure and acquisition</i></p> <p>Ethan Wilcox, Najoung Kim, Virginia Valian</p> <p><b>METCALF LARGE</b></p>
6:30–7:30	<p><b>STUDENT WORKSHOP</b></p> <p><i>Writing to Defend American Science</i></p> <p>Jessica Cantlon and Steven Piantadosi</p> <p>Science Homecoming</p> <p><b>CONFERENCE AUDITORIUM</b></p>

**Friday, November 7, 2025**

	<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
	<b>EAST BALCONY</b>	<b>CONFERENCE AUDITORIUM</b>	<b>TERRACE LOUNGE</b>
	<b>Input &amp; Interaction</b>	<b>Word Learning</b>	<b>Morpho-Syntax</b>
9:00– 9:30	<p><i>Children’s speech makes parents’ brains listen: parent-child neural dynamics during naturalistic communication</i></p> <p>Steven L. Elmlinger, Ella Rosenberg, Sagi Jaffe-Dax, Mira Nencheva, Crystal Lee, Jessica E. Kosie and Casey Lew-Williams</p>	<p><i>Gathering clues to meaning: Children recruit past linguistic context to infer word meanings across exposures within a discourse</i></p> <p>Idella A. Smolyar and Alexander LaTourrette</p>	<p><i>Syntax first: re-examination of clefts in child Japanese</i></p> <p>Wataru Sugiura and Kamil Deen</p>
9:30– 10:00	<p><i>Characterizing Speech to and Around Children across Early Development</i></p> <p>Jasenia Hartman, Michika Ito and Erika Bergelson</p>	<p><i>The Role of Attention in Verb Learning: Insights from Head-Mounted Eye Tracking During Free-Flowing Toy Play</i></p> <p>Brianna E. Kaplan, Yayun Zhang and Chen Yu</p>	<p><i>Children selectively drop expletive subjects: the role of argumenthood and referentiality</i></p> <p>Núria Bosch Masip and Theresa Biberauer</p>
10:00– 10:30	<p><i>Unreliable Estimates: Child-Level Differences in LENA Adult Word Count Accuracy</i></p> <p>Sophie Domanski, James Harvey, Kuan-Jung Huang and Yi Ting Huang</p>	<p><i>Learning by doing: Associations of age and embodied verb learning</i></p> <p>Lauren Schilling and Meredith L. Rowe</p>	<p><i>Emerging sociolinguistic variation in toddlers</i></p> <p>Kathryn Schuler, Mikaela Belle Martin, David Embick and Meredith Tamminga</p>
10:30– 11:00	<b>BREAK</b>		

**Friday, November 7, 2025**

	<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
	<b>EAST BALCONY</b>	<b>CONFERENCE AUDITORIUM</b>	<b>TERRACE LOUNGE</b>
	<b>Semantics</b>	<b>Gesture</b>	<b>Bilingual Syntax</b>
11:00– 11:30	<p><i>Children’s Understanding of Necessity Modals: Evidence from French</i></p> <p>Oana Lungu, Anouk Dieuleveut, Valentine Hacquard and Ailis Cournane</p>	<p><i>Effect of writing system on gesture directionality in second language: Do proficiency and task type matter?</i></p> <p>Angela Yun, Armita Ghobadi and Seyda Ozcaliskan</p>	<p><i>The Production of Non-Canonical Word Orders in Spoken Mandarin Chinese: Comparing Syntactic Priming in First, Second, and Heritage Language Speakers</i></p> <p>Hailong Chen, Padraic Monaghan and Katherine Messenger</p>
11:30– 12:00	<p><i>Efficient compression in developmental trajectories of color naming</i></p> <p>Noga Zaslavsky and Inbal Arnon</p>	<p><i>Pointing as inquiry: Relations between children’s pointing persistence and language development</i></p> <p>Zhongyu Wei, Alyssa Guillu and Meredith Rowe</p>	<p><i>Development of syntax in spoken English by bimodal bilingual deaf children with cochlear implants: Comparison with hearing bilinguals and monolinguals</i></p> <p>Shuyan Wang, Chui Yi Lee, Diane Lillo-Martin and Deborah Chen Pichler</p>
12:00– 12:30	<p><i>Do children’s developing semantic systems maximize communicative efficiency? Evidence from children’s acquisition of the Hindi kinship system</i></p> <p>Nina Schoener, Marina Ortega-Andres, Noga Zaslavsky, Terry Regier and Mahesh Srinivasan</p>	<p><i>Do 18-month-olds understand novel iconic gestures spontaneously?</i></p> <p>Eulalie Pequay, Shreejata Gupta and Isabelle Dautriche</p>	<p><i>Ellipsis in contact: VPE and sluicing in Spanish heritage speakers</i></p> <p>Erin R. Mauffray, Victoria Mateu and Rodrigo Ranero</p>
12:30– 1:00	<p><i>Autistic and Non-autistic Overlap in Feature-Biased Language Acquisition</i></p> <p>Stanley West, Tengwen Fan, Eileen Haebig, Arielle Borovsky and Christopher Cox</p>	<p><i>Communication in the absence of a shared conventional language: Contingent nonverbal behavior scaffolds language development and drives communication with deaf and hearing children</i></p> <p>Ruthe Foushee, Zena Levan, Jess Breeze, Jenny Lu, Diane Lillo-Martin and Susan Goldin-Meadow</p>	<p><i>Heritage Romanian in the USA: analyzing linguistic patterns through narratives</i></p> <p>Anamaria Bentea, Silvina Montrul and Irina Stoica</p>

<b>Friday, November 7, 2025</b>	
1:00–2:00	<b>LUNCH</b>
2:00–3:30	<p><b>SYMPOSIUM</b></p> <p><i>The First 1000 Days Project</i></p> <p>Hadas Raviv, Brooke Ryan, Liat Hasenfratz, Casey Lew-Williams, and Uri Hasson</p> <p><b>METCALF LARGE</b></p>
3:30–5:00	<p><b>POSTER SESSION 1</b></p> <p><b>METCALF SMALL + METCALF LARGE</b></p>
5:00–5:30	<b>BREAK</b>
5:30–7:00	<p><b>KEYNOTE ADDRESS</b></p> <p><i>Hi, thanks and goodbye: From the Wug Test to AI</i></p> <p>Jean Berko Gleason</p> <p><b>METCALF LARGE</b></p>

**Saturday, November 8, 2025**

8:15– 8:45	<b>BUCLD BUSINESS MEETING</b>  <b>CONFERENCE AUDITORIUM</b>		
	<b>Session A</b>  <b>EAST BALCONY</b>	<b>Session B</b>  <b>CONFERENCE AUDITORIUM</b>	<b>Session C</b>  <b>TERRACE LOUNGE</b>
	<b>Input &amp; Phonology</b>	<b>Word Learning</b>	<b>Neural Processing</b>
9:00– 9:30	<i>Acquisition of Socio-phonetic Variation: Coda Liquid Variation in the Speech of Dominican Spanish-speaking Children and their Caregivers</i>  Emily Herman, Karen Miller and Matthew Carlson	<i>Experience Shapes Early Noun Comprehension from 8-18 Months: The Roles of Word Frequency and Referent Familiarity</i>  Lily Zihui Zhu, Evgenii Kalenkovich, Yuzhen Dong, Lillianna Righter and Elika Bergelson	<i>Detecting Foreign Rhythm in Native-Language Speech at Birth</i>  Martina Dvorakova, Natalie Kikotova, Josef Urbanec, Antonia Goetz and Katerina Chladkova
9:30– 10:00	<i>Comparing speech environments of children with cochlear implants and typically-hearing children</i>  Alex Emmert, Lillianna Righter, Erin E. Campbell, Derek Houston and Elika Bergelson	<i>Does bilingual exposure influence toddlers' incremental speech processing?</i>  Adriana Weisleder, Maranda Jones, Philip Curtis, Murielle Standley, Josselin Martinez and Marcela Cruz	<i>Tolerance Principle and small language model learning</i>  Adam E. Friedman, Stevan Harnad and Rushen Shi
10:00– 10:30	<i>How Does Speech Input Impact Children's Phonological Processing Skills?</i>  Emma Montilla, Arjun Pawar and Meg Cychosz	<i>Infants' mutual exclusivity expectations are modulated by information structure</i>  Gabor Brody, Athulya Aravind and Roman Feiman	<i>Cross-Modal Activation in Hearing-Impaired Preschoolers: Neural Processing of Auditory Speech, Silent Speech, and Sign Language</i>  Michaela Svoboda, Natalie Kikotova and Katerina Chladkova

**Saturday, November 8, 2025**

10:30– 11:00	<b>BREAK</b>		
	<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
	<b>EAST BALCONY</b>	<b>CONFERENCE AUDITORIUM</b>	<b>TERRACE LOUNGE</b>
	<b>L1-L2 Semantics/Pragmatics</b>	<b>Sign Languages</b>	<b>Morpho-Syntax</b>
11:00– 11:30	<p><i>Rethinking Interface Vulnerability in L2 Acquisition</i></p> <p>Chika Okada</p>	<p><i>Exploring visual pathways for label-object mapping in signing and speaking children</i></p> <p>Jennifer Sander, Dilys Eikelboom, Yayun Zhang and Caroline Rowland (Remote Presentation)</p>	<p><i>Wh-in-situ acquisition in French and in Brazilian Portuguese: Statistical and Prosodic cues</i></p> <p>Clariana Vieira and Elaine Grolla (Remote Presentation)</p>
11:30– 12:00	<p><i>The strength of the weak universal allemaal ('all') in L1 Dutch: Evidence from bilingual speakers</i></p> <p>Bram Buijckx and Andrea Gualmini</p>	<p><i>What does bimodal bilingual acquisition look like in deaf children with hearing parents?</i></p> <p>Linghui Gan, Angelica Llerena and Diane Lillo- Martin</p>	<p><i>Wh-dependency representations at 15 and 18 months: Evidence from subject and object wh- questions</i></p> <p>Laurel Perkins and Jeffrey Lidz</p>
12:00– 12:30	<p><i>You Can't Not Learn: Exploring Negative Concord and Double Negation in L2 Mandarin and Spanish</i></p> <p>Jin Yan, Anna Gavarró Algueró and Elena Pagliarini</p>	<p><i>Lexical processing and novel word learning in deaf children learning ASL</i></p> <p>Michael Higgins, Erin E. Campbell and Amy Lieberman</p>	<p><i>In control or not? Acquisition of non-finite adjunct clauses in Romanian vs. English</i></p> <p>Juliana Gerard, Dana McDaniel and Adina Camelia Bleotu</p>
12:30– 1:00	<p><i>An Expectancy-Value approach to assess parents' motivational beliefs on bilingual upbringing</i></p> <p>Julia Pfeiffer</p>	<p><i>Implementing a language- specific subscore for more informative ASL syntax assessment for hearing parents and their DHH children</i></p> <p>Bonnie Barrett, Kaj Kraus, Shane Blau, Martin Dale- Hench, Deborah Chen Pichler and Diane Lillo-Martin</p>	<p><i>"Subject-only" is not always difficult for children: evidence from unaccusative constructions in child Japanese</i></p> <p>Akari Ohba, Wataru Sugiura and Hiroyuki Shimada</p>

**Saturday, November 8, 2025**

1:00– 2:00	<p><b>LUNCH</b></p> <hr/> <p><b>Pop Up Mentoring Program (PUMP)</b></p> <p><b>METCALF LARGE</b></p>
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	<b>Session A</b>	<b>Session B</b>	<b>Session C</b>
	<b>EAST BALCONY</b>	<b>CONFERENCE AUDITORIUM</b>	<b>TERRACE LOUNGE</b>
	<b>Phonology</b>	<b>Input &amp; Environment</b>	<b>Language &amp; Cognition</b>
2:00– 2:30	<p><i>Development of tone cues in tone language learning infants</i></p> <p>Zhenting Liu and Regine Yee King Lai</p>	<p><i>Multi-party talk in US homes: Developmental shifts in interaction structure</i></p> <p>Marisa Casillas, Subin Kim, Dalia Querenet, Eva Smolen, Ruby Swensen and Heng Wang</p>	<p><i>Does executive function play a role in children's processing and acquisition of syntax?</i></p> <p>Malathi Thothathiri, Evan Kidd and Caroline Rowland</p>
2:30– 3:00	<p><i>Contextualized usage carves divergent pathways in children's acquisition and variable production of Spanish /bdg/</i></p> <p>Sarah Lease</p>	<p><i>Child-directed Speech and its Relationship to Infant Vocal Development in Bolivia and the United States</i></p> <p>Meg Cychosz, Anele Villanueva and Adriana Weisleder</p>	<p><i>Developmental Language Disorder as a Window into Theory of Mind: Exploring links between Language and False Belief Understanding</i></p> <p>Dafni Vaia Bagioka, Theodoros Marinis and Arhonto Terzi</p>
3:00– 3:30	<p><i>Resyllabification as a form of onset repair by English-learning children: A look at production and comprehension</i></p> <p>Dhanya Charan, Victoria Mateu and Megha Sundara</p>	<p><i>Home, school and caregiver speech in the acquisition of sociolinguistic variation</i></p> <p>Thomas J. Packer-Stucki, Kathleen McCarthy and Sophie Holmes-Elliott</p>	<p><i>Is there a "shape bias" for places?</i></p> <p>Yi Lin, Kirsten Mark and Moira R. Dillon</p>

<b>Saturday, November 8, 2025</b>	
3:30– 5:00	<p><b>POSTER SESSION 2</b></p> <p><b>METCALF SMALL + METCALF LARGE</b></p>
5:00– 5:30	<p><b>BREAK</b></p>
5:30– 7:15	<p><b>AWARDS AND RECOGNITION</b></p> <p><i>Jean Berko Gleason Award, Student Travel Fellowships, and Paula Menyuk Awards</i></p> <hr/> <p><b>SYMPOSIUM</b></p> <p><i>Innateness is not a dirty word: Reframing the origins of language development</i></p> <p>Shanley Allen, Marisa Casillas, Alejandrina Cristia, Michael C. Frank, Caroline Rowland, Leher Singh, Paul Bloom</p> <p><b>METCALF LARGE</b></p>
7:15	<p><b>CONFERENCE DINNER</b></p>

<b>Sunday, November 9, 2025</b>			
	<b>Session A</b>  <b>EAST BALCONY</b>	<b>Session B</b>  <b>CONFERENCE AUDITORIUM</b>	<b>Session C</b>  <b>TERRACE LOUNGE</b>
	<b>Sentence Processing</b>	<b>Word Learning</b>	<b>Semantics-Pragmatics</b>
9:00– 9:30	<p><i>Tracking the Role of Prosody in Sentence Processing: Evidence from Children Speaking English as an Additional Language (EAL)</i></p> <p>Chara Triantafyllidou, Margreet Vogelzang and Ianthi Maria Tsimpli</p>	<p><i>More is Less: The Quantity and Quality of Word Learning Input to Children with Cochlear Implants During Toy Play</i></p> <p>Melina Lauryn Knabe, Derek Houston and Chen Yu</p>	<p><i>Children’s acquisition of the felicity condition of Mandarin ‘dou’</i></p> <p>Ting Xu, Li-Chen Chuang, Mingming Liu and Stella Christie</p>
9:30– 10:00	<p><i>The development of prediction during naturalistic listening: ERP evidence for improved top-down processing with age and language ability</i></p> <p>Briony Waite, Tatyana Levari, Anthony Yacovone and Jesse Snedeker</p>	<p><i>Bootstrapping “the”-meaning in early experience: Longitudinal study at 14 and 20 months</i></p> <p>Yuanfan Ying, Alexander Williams and Jeffrey Lidz</p>	<p><i>Children’s understanding of factivity in Hungarian</i></p> <p>Anna Kispál, Ágnes Melinda Kovács and Rachel Dudley</p>
10:00– 10:30	<p><i>Using neural language model surprisal to study child sentence processing</i></p> <p>Kuan-Jung Huang, Roger P. Levy and Yi Ting Huang</p>	<p><i>Exploring the relationship between turn-taking and children’s learning of individual words</i></p> <p>Kennedy Casey, Steven L. Elmlinger and Casey Lew-Williams</p>	<p><i>Not-A Corpus: Characterizing parents’ use of contrast in negated utterances</i></p> <p>Jess Mankewitz, Aja M. Altenhof, Claire Augusta Bergey and Robert D. Hawkins</p>
10:30– 12:00	<p><b>SYMPOSIUM</b></p> <p><i>Language acquisition and generative grammar: The past 50 years</i></p> <p>Jill de Villiers, William Snyder, Tom Roeper, Virginia Valian</p> <p><b>METCALF LARGE</b></p>		

<b>Sunday, November 9, 2025</b>	
12:00– 1:00	<b>BREAK</b>
1:00– 2:30	<p><b>SYMPOSIUM</b></p> <p><i>Semantics, cognition and development: Retrospective, prospective</i></p> <p>Barbara Landau, Anna Papafragou, Kristen Syrett</p> <p><b>METCALF LARGE</b></p>
<b>END OF CONFERENCE</b>	

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

	<b>Title</b>	<b>Authors</b>
1	<i>Japanese-speaking children's interpretation of comparatives with a non-numeral scalar quantifier: sukosi ooi 'a few more'</i>	Tomoe Arie and Takuya Goro
2	<i>Visual Attention and Word Learning in Contexts with Auditory and Visual Distraction</i>	Shalini Banerjee, Daniel P. Kennedy, Linda Smith and Ishanti Gangopadhyay
3	<i>Moving beyond forced-choice: A fresh perspective on children's disjunction comprehension</i>	Maumita Bhaumik and Masoud Jasbi
4	<i>Children's quantification of time: a case study of the comparative "more"</i>	Kosta Boskovic and David Barner
5	<i>Language input from older siblings: Quantifying the frequency and content of speech from children in the presence of younger siblings</i>	Federica Bulgarelli
6	<i>Agent and Patient Categories in English-Speaking Children and Homesigners</i>	Irene Canudas Grabolosa, Hanna-Sophia Georgievska Shine, Jesse C. Snedeker, Marie Coppola and Annemarie Kocab
7	<i>L3 Spanish Effects in L2 Acquisition of English Causative Psych Verbs</i>	Vatcharit (Pond) Chantajinda
8	<i>From 'Um' to Words: The Role of Disfluency Interactions in Shaping Early Language Development</i>	Yue Chen
9	<i>Children use linguistic variation in social categorization</i>	Yiran Chen, Jenny Saffran and Lynna Tran
10	<i>Can prosodic units support phonotactic learning? A computational evaluation against infant behavior</i>	Will Chih-Chao Chang, Connor Mayer, Canaan Breiss and Megha Sundara
11	<i>Newborns' Neural Tracking of Infant-Directed and Adult-Directed Speech in a Native and an Unfamiliar Language</i>	Katerina Chladkova, Martina Dvorakova, Josef Urbanec and Jan Kremlacek

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

12	<i>Is early age of exposure crucial for successful ultimate attainment of morphosyntax? Comparing Turkish-American returnees and L2 learners residing in Turkey</i>	Aylin Coskun Kunduz and Silvina Montrul
13	<i>Same-kind interpretation bias for number words</i>	Jenna L. Croteau, Shimin Hu and Joonkoo Park
14	<i>Effects of grammatical feature dissimilarities on the comprehension of relative clauses in adolescent Spanish heritage speakers</i>	Paul de Nijs and Silvina Montrul
15	<i>Linking Vocabulary Knowledge with Theory of Mind and Online Social Reasoning in Adults</i>	Mikaela Ann Elliott, Patricia J. Brooks, Christopher D. Gravelle and Arshia K. Lodhi
16	<i>A Referential System in Space: Age of Acquisition Effects in T1D Pointing Signs</i>	Ece Eroğlu and Kadir Gökgöz
17	<i>Productive but disfluent: Individual fluency trajectories in child L2 English</i>	Jonathan Feldman
18	<i>The role of caregiver language and gestural input on sensorimotor exploration</i>	Allison Fitch and Rain G. Bosworth
19	<i>Non-adjacent dependencies and abstract grammatical representation in one-year-old infants</i>	Audrey-Anne Gilbert, Manuel Español-Echevarría and Rushen Shi
20	<i>Similarity is an uneven guide to word meaning: The development of polyseme learning under uncertainty</i>	Victor Gomes, Idella A. Smolyar, Katinka Tangen and Alexander LaTourrette
21	<i>To Drop or Not to Drop: Pronoun Choice in Bilingual Children Acquiring Two Null-Pronoun Languages</i>	Galina Gordishevsky, Natalia Dvorina and Natalia Meir
22	<i>Subcategorizing Adjectives with Multiple Frames</i>	Megan Gotowski and Kaitlyn Harrigan
23	<i>The Lexicon and Scalar Implicatures in Child Imbabura Kichwa</i>	John Grinstead and Santiago David Gualapuro Gualapuro

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

24	<i>The emergence and maintenance of bilingualism among the Old Order Amish</i>	Theres Grüter, Tobias Frick, Mark L. Loudon, Leonie Strickler and Guido Seiler
25	<i>Individual differences across domains: The processing of Mandarin pronouns in Mandarin-English heritage speakers</i>	Jiuzhou Hao, Vincent DeLuca and Jason Rothman
26	<i>Hierarchical biases across domains</i>	Kaitlyn Harrigan, Sadhwi Srinivas, Aidan Burnham and Nicholas Voivoda
27	<i>Emergence of phonemic categories through the acquisition of a lexicon</i>	Annika Heuser
28	<i>Multilingual Acquisition in a Small Language Community: Evaluating Intervention Success</i>	Ingunn Hreinberg Indridadottir
29	<i>Sensitivity to non-salient DOM and canonical word order in Spanish relative clauses: a self-paced reading study</i>	Franco Ignacio Rivas Quiroz and Silvina Montrul
30	<i>Understanding barriers in research participation: A case study on SES variation in language development</i>	Megan Kanaby, Rhosean Asmah, Sophie Domanski, Aryn S. Byrd, Jonet Artis, Erica Jackson and Yi Ting Huang
31	<i>Cross-linguistic structural priming of innovations in French-English bilinguals: A study on reciprocal structures</i>	Foteini Karkaletsou, Gunnar Jacob and Shanley Allen
32	<i>Structural Differences in Category Representation in Language Delay: A Longitudinal Network Analysis</i>	Minh Khong Bui and Arielle Borovsky
33	<i>Difficulty with 3SG -s in L2 English: A perceptual problem, not a knowledge deficit</i>	Kitaek Kim, Haerim Hwang, Joonhee Kim, Hyunjoo Lee, Yukyung Kim, Jihyeon Baeg and Fred Zenker
34	<i>L1 influence on the distinction between definite and demonstrative descriptions in L2 English</i>	Keisuke Kume

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

35	<i>Aligning Prominence: Relative clause preferences in child acquisition of Russian relative clauses</i>	Elaine Lau and Anna Nikishina
36	<i>L1 and L2 processing of English adjunct control</i>	Youngin Lee
37	<i>Pages of possibility: Cultivating empowered young minds through diverse characters in literature.</i>	Nicola Lester
38	<i>Investigating the Impact of Contextual Semantic Information on L2 Garden Path Sentence Comprehension</i>	Jiaying Lin
39	<i>Beyond binary: Exploring the continuum beneath discrete parent reports of early vocabulary knowledge</i>	Melanie Lopez Perez, Charlotte Moore, Andrea Sander-Montant and Krista Byers-Heinlein
40	<i>Social communication and vocalization in blind vs. typically developing infants</i>	Eugenia Lukin and Elika Bergelson
41	<i>What modulates toddlers' use of familiar words in resolving novel noun reference? A preferential looking study</i>	Lean Luo, Xiaolu Yang, Stella Christie and Rushen Shi
42	<i>Children use speaker knowledge to learn novel subordinate vs. basic-level nouns</i>	Olivia Maltz, June Choe and Anna Papafragou
43	<i>Parental Language Usage and Its Effects on Bilingual Language Production in 18-to-36-Month-Olds</i>	Sophie Manu, Anne-Caroline Fiévet, Anne Christophe and Mireille Babineau
44	<i>Temporal orientation is a robust cue to attitude verb class in child-directed speech</i>	Alice Margarida Jesus, Elizabeth Swanson, Jeffrey Lidz and Valentine Hacquard
45	<i>The Roles of Written &amp; Sign Language Experiences in Visual Statistical Learning</i>	Katherine Marie Trice, Julia Hofweber and Zhenghan Qi
46	<i>Mapping concepts to words: A cross-linguistic study of negation acquisition.</i>	Annika McDermott-Hinman, Rowena Garcia, Scott AnderBois and Roman Feiman

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

47	<i>Children's acquisition of argument-head tone sandhi in Seenku (Mande, Burkina Faso)</i>	Laura McPherson
48	<i>Cue Integration and Age Effects in Heritage Spanish: Eye-Tracking Evidence from Agreement Processing</i>	Danny Melendez, Jill Jegerski and Silvina Montrul
49	<i>Bilingual Binding: Does Knowing Spanish Boost Pronoun Interpretation in English?</i>	Silvina Montrul, Jessica Montag, Kiel Christianson, Xun Yan, Pamela Hadley, Andrew Armstrong and Salvador Bautista Maldonado
50	<i>Children's memory for rejected statements: distinguishing the effects of negation from denial</i>	Mohit Mukherji, Eric Mandelbaum and Marjorie Rhodes
51	<i>English vs. Mandarin Wh-Question Comprehension in Toddlers: Influence of Movement Type and Distance Effect</i>	Chaowei Nie, Yi (Esther) SU, Stephanie Durrleman and Letitia Naigles
52	<i>Bilingual adult neural processing of syntactically ambiguous sentences</i>	Claire Noelani Kong-Johnson, V. Andrew Stenger, Jonas Vibell and Kamil Deen
53	<i>Evaluating neural language models as a cognitive model of human second language acquisition by comparing the developmental trajectory between human and model learning</i>	Rin Otokawa, Tomoki Miyamoto and Akira Utsumi
54	<i>Does gesture follow speech in describing metaphorical motion events over developmental time?</i>	Seyda Ozcaliskan and Susan Goldin-Meadow
55	<i>Children use an agent's goals to determine event culmination</i>	Madison D. Paron and Anna Papafragou
56	<i>Bareness in wh-operators and syntactic intervention: evidence from sluicing in child Italian</i>	Elena Pettenon and Emanuela Sanfelici
57	<i>L2 influence, L1 resilience: Change and stability in early bilingual speakers of Indian English</i>	Jupitara Ray and Charles B. Chang
58	<i>Child Comprehension of Marathi Gapped Relative Clauses</i>	Anupama Reddy and Kamil Deen

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

59	<i>Juggling two gender systems in a bilingual mind: Insights from Russian-Hebrew child speakers</i>	Oksana Rekun and Natalia Meir
60	<i>Does the LLAMA multitask?: On the relationship between foreign language aptitude and cognitive multitasking in instructed second language acquisition.</i>	Guillermo A. Rodriguez
61	<i>Acquiring Variation in a Naturalistic Setting: Dominican Spanish speaking Children's Acquisition Variable Subject Pronoun Expression</i>	Romi Román Cabrera and Karen Miller
62	<i>Language knowledge predicts 3-year-olds' use of situation models in reference comprehension</i>	Amanda Rose Yuile, Fisher Cynthia and Arielle Borovsky
63	<i>A Tolerance Principle analysis of rules for grammatical gender assignment in the acquisition of French as a first language</i>	Maureen Scheidnes
64	<i>Phonological and Semantic Competition during Spoken Word Recognition in Late Talking Toddlers</i>	Elizabeth Schoen Simmons, Rhea Paul, Richard Aslin and James S. Magnuson
65	<i>Pronoun interpretation in bilingual children with Autism Spectrum Disorder: evidence from 400 autistic and neurotypical children</i>	Atty Schouwenaars, Petra Hendriks, Franziska Baumeister, Ehsan Solaimani, Elisabet Vila Borrellas, Pauline Wolfer and Stephanie Durrleman
66	<i>Adaptation of the MacArthur–Bates Communicative Development Inventories for the Azerbaijani language</i>	Sabina Sharifova and Patricia J. Brooks
67	<i>The Role of Early Multisensory Experiences in Infant's Vocabulary Development</i>	Huanhuan Shi, Yueting Pan, Lillian R. Masek, Kristy Lai and Catherine Tamis-Lemonda
68	<i>L1 phonological influence on nonnative speech perception and production: Evidence from Hubei dialect speakers with [l]-[n] merger</i>	Yan Shi

**Poster Session 1** – Friday, November 7, 2025, from 3:30 – 5:00

69	<i>Passive voice is still difficult to acquire: Korean monolingual children's comprehension of suffixal passive construction through webcam eye-tracking</i>	Gyu-Ho Shin and Seongmin Mun
70	<i>Regularization and probability-matching as generalization</i>	Christine Soh Yue, Charles Yang and Kathryn Schuler
71	<i>A comparison of children's relative clause production in Georgian, Italian and Yoruba</i>	Yangyu Sun, Chiara Dal Farra, Aurore Gonzalez, Johannes Hein, Johnson F. Ilori, Tamar Makharoblidze, Chiara Saponaro, Kazuko Yatsushiro, Uli Sauerland and Maria Teresa
72	<i>Spoken word recognition in Developmental Language Disorder: Youth to adults</i>	Mi Trinh, Bruce Tomblin, Jacob Oleson and Kristi Hendrickson
73	<i>Syntactic productivity in LLMs</i>	Hector Vazquez Martinez and Charles Yang
74	<i>Conversational alignment and recovery from expressive language delays</i>	Avery Vess and Nan Bernstein Ratner
75	<i>The Role of Negation Position in German: Developmental Patterns in Children's Comprehension</i>	Merle Weicker and Petra Schulz
76	<i>Developmental trajectories of EEG activity in infancy predict language delay in toddlers growing up in low-SES homes</i>	Kali Woodruff Carr and Charles A. Nelson
77	<i>Effect of indefiniteness on Mandarin-speaking children's comprehension of double-object construction</i>	Yulun Wu, Xiaolu Yang and Stella Christie
78	<i>Cross-linguistic influence affects production and priming of datives in L2 English</i>	Baorui Xu, Li Jiang and Theres Grüter
79	<i>John knows Mary likes what: Learning attitude verbs by speech acts in a wh-in-situ language</i>	Yixuan Yan

**Poster Session 1 – Friday, November 7, 2025, from 3:30 – 5:00**

80	<i>Understanding children's gender biases in language learning contexts</i>	Diqi Zeng, Eugene Wong, Charisse Pickron, Benjamin Munson and Melissa Koenig
81	<i>Recovery from semantic prediction violations during sentence processing in preschoolers with Developmental Language Disorder</i>	Peng Zhang, Amanda Rose Yuile, Patricia Deevy, Laurence Leonard and Arielle Borovsky
82	<i>Can children represent mere possibilities? Probing comprehension of "if" and "when" with task persistence</i>	Yanwan Zhu and Roman Feiman

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

	<b>Title</b>	<b>Authors</b>
1	<i>Lexical Statistics in Early Noun Vocabularies: A Cross-Linguistic and Rater-Origin Perspective</i>	Samah Abdelrahim, Jongmin Jung, Claire Lee, Eon-Suk Ko and Michael Frank
2	<i>Investigating bilingual advantage in selective attention activation from early childhood to adolescence: A museum-based fNIRS study</i>	Gavkhar Abdurokhmonova, Alicia Mortimer and Rachel R. Romeo
3	<i>What lies beneath? Linguistic and cognitive non-linguistic abilities and subject personal pronoun constraints in child Spanish</i>	Pedro Antonio Ortiz Ramírez, John Grinstead and Guadalupe Michell Zuñiga Espinosa
4	<i>Priming PP-attachment in 5-year-olds' sentence comprehension</i>	Emily Atkinson, Samantha Ropa and Aseel Salam
5	<i>Selection versus Production of Spanish Clitic Gender in Child Heritage and Second Language Learners</i>	Jennifer Austin, Patrick Thane, Stephanie Rodriguez and Michele Goldin

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

6	<i>From Frequency to Structure: Exploring Early Word Order Acquisition in Turkish Infants through Online Testing</i>	Zeynep Aydin and Judit Gervain
7	<i>Cross-situational Word Learning Across Accents: A Developmental Perspective</i>	emily eloise bagan and Margarita Kaushanskaya
8	<i>One Thing After Another! Toddlers' Interpretation of Presuppositional Content of Underspecified Nouns</i>	Olesia Bokhanovich and Toben Mintz
9	<i>How do parents guide children during museum exploration? Frequency analysis of verbal talk types in English-speaking parents with their preschool children</i>	Rain G. Bosworth, Swetha Sajjala, Carly Leannah and Allison Fitch
10	<i>Acquiring conditional disjunction: Romanian five-year-olds' struggle with implicit 'if not'</i>	Adina Camelia Bleotu, Anton Benz, Deborah Foucault, Lyn Tieu and Tom Roeper
11	<i>Varied and dynamic language input among early-signing deaf children with hearing parents</i>	Erin E. Campbell, Elana Pontecorvo, Marshall Hurst, Abigail Laughman, Anna Lim, Dorothy Steinle and Naomi Caselli
12	<i>Event structure and referential choices: The Incompleteness Effect in L1/L2 Mandarin</i>	Yu-Tzu Chang and Bonnie D. Schwartz
13	<i>Children's sensitivity to informativeness in superordinate vs. basic-level nouns</i>	June Choe and Anna Papafragou
14	<i>A Snapshot of (Really) Early CP Occurrence: Sentence Final Particles in Child Japanese</i>	Giulio Ciferri Muramatsu and Zixi Liu
15	<i>Superior linguistic statistical learning in language-intact individuals with autism</i>	Anna Ciriello, Amanda O'Brien, Anqi Hu, John Gabrieli and Zhenghan Qi
16	<i>Children's comprehension of children shifts with speaker skill and may permit mergers</i>	Sarah Creel and Alexander Farrow
17	<i>Being (an LM) and Nothingness: How Models Interpret Expletive Forms</i>	Forrest Davis and Megan Gotowski

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

18	<i>Reconstruction of Null Arguments through Verbal Agreement</i>	Kamil Deen and Anupama Reddy
19	<i>Measuring early word exposure in infants: a low-cost parent-report survey captures individual language input and predicts vocabulary outcomes</i>	Yuzhen Dong, Charlotte Moore, Lily Zihui Zhu and Elika Bergelson
20	<i>The association between maze usage and language ability in English narrative retell by Spanish heritage speakers</i>	Anna V. Duncan, Estefania Narvaez and Kimberly Crespo
21	<i>On the Feasibility of Cross-situational Learning of Verbs</i>	Yulia Edeleva and Joshua K. Hartshorne
22	<i>Children compute more ad-hoc implicatures from "a" than "the": On the interaction of definiteness and ad-hoc implicatures</i>	Andre Eliatamby and Lyn Tieu
23	<i>Spontaneous interpretation of disjunction in preschoolers: One is preferred, both are fine</i>	Ebru Evcen and David Barner
24	<i>How children's exposure to accent variation affects their metalinguistic judgment of who is local.</i>	Jade HY. Fok, Madeleine E. Yu, Thomas St. Pierre and Elizabeth K. Johnson
25	<i>Early learning with picture books: novel noun acquisition during shared book reading in 18- and 22-month-olds</i>	Kristen Gilyard and Elika Bergelson
26	<i>Overgeneralization vs. undergeneralization in early noun learning</i>	Joshua K. Hartshorne
27	<i>A LENA-Based Study of Gendered Input in Korean Parent–Child Interactions</i>	Jun Ho Chai, Jongmin Jung and Eon-Suk Ko
28	<i>Metaphors we learn to sign by: transfer effects of existing sign language expertise on meaning assignment and metaphor inference in a novel sign language.</i>	Julia Hofweber, Katherine Trice, Tess Latham, Lizzie E. Aumonier and Zhenghan Qi
29	<i>Strong Crossover, weak evidence: 4 year old's knowledge of the strong crossover constraint</i>	Katherine Howitt, Colin Phillips and Jeffrey Lidz

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

30	<i>Integrative and predictive mechanisms in L2 processing of temporal information: evidence from web-based visual world eye-tracking</i>	Jingying Hu, Elaine Francis and Shaohua Fang
31	<i>Training duration interacts with prior bias in artificial learning of morphology</i>	Cerys A. Hughes and Gaja Jarosz
32	<i>Neural correlates of scrambling in first and second language processing: An ERP challenge to the Shallow Structure Hypothesis</i>	Jae Hyun Ahn and Laurent Dekydtspotter
33	<i>The Role of Working Memory in Japanese Children's Comprehension of Active and Passive Sentences</i>	Megumi Ishikawa and Hiromichi Hagihara
34	<i>Estimating "Onset Age of Production" for English Function Words Using Child Language Corpora and Bayesian Growth Curve Models</i>	Masoud Jasbi, Aaron Pilapil and Debbie Odufuwa
35	<i>How, how do utterances – what do disfluencies reveal about structure and planning?</i>	Hyewon Joo, Virginia Valian and Martin Chodorow
36	<i>Development of Shape-Based Nouns in Korean Children's Vocabulary: Evidence from the Korean MacArthur-Bates Communicative Development Inventory</i>	Jongmin Jung and Eon-Suk Ko
37	<i>Processing difficulty predicts children's accent-related biases in the US and in Hungary</i>	Ajna F. Kertesz, Ildikó Király and Catharine Echols
38	<i>The development of lateralization for sentence and emotional prosody processing</i>	Trevor K.M. Day, Carolyn Gershman, Avery Kaye, Anna Seydell-Greenwald, Barbara Landau and Elissa L. Newport
39	<i>Complex NP island sensitivity in L2 Japanese: L1 effects on covert wh-movement</i>	Boyoung Kim and Nozomi Tanaka
40	<i>Using honorifics in Korean CDS to scaffold socio-pragmatic learning: A corpus analysis</i>	Subin Kim and Marisa Casillas
41	<i>L2 acquisition of Korean case and scrambling by L1-Mandarin and L1-Russian children</i>	Joonhee Kim, Bonnie D. Schwartz and Seo Yong Choi

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

42	<i>Prediction errors facilitate L2 learning: Evidence from structural priming and prediction error responses</i>	Yukyung Kim, Hyunjoo Lee, Seungji Han, Miju Yu and Kitaek Kim
43	<i>Age-related changes in sound symbolism and word learning in Korean infants</i>	Eon-Suk Ko, Jun Ho Chai, Margarethe McDonald and Jinyoung Jo
44	<i>Relationships between L2 hearing parent and L1 deaf child learning of ASL: Vocabulary and syntax</i>	Kaj Kraus, Bonnie Barrett, Shane Blau, Martin Dale-Hench, Mary Cecilia Conte, Diane Lillo-Martin, Elaine Gale and Deborah Chen Pichler
45	<i>"Because the bottom looks like an egg and the top looks like corn!": The developmental origins of etymological reasoning</i>	Johanna Krupski, Sarah Palmer, Hyacinth Perkis, Stella Sommer and Sammy Floyd
46	<i>Learning semantic features of distributional categories from known words</i>	Abigail Laver, Junyi Chen, Albert Kim and John Trueswell
47	<i>Animal but not dog: Children's computation of implicatures for hierarchically organized categories</i>	Khuyen N. Le and David Barner
48	<i>Second Language Acquisition of Definiteness in a Classifier Language: Evidence from Cantonese</i>	Margaret Lei
49	<i>Lexical prediction in children with and without autism during naturalistic listening</i>	Tanya Levari, Briony Waite, Hanna-Sophia Shine, Anthony Yacovone and Jesse C. Snedeker
50	<i>Infants' Individual-Level Representations, Established via Naming, Support Reasoning in Dynamic Events</i>	Daoxin Li, Alison Margaret Lobo and Sandra R. Waxman
51	<i>L2 English speakers process non-binary pronouns as efficiently as native English speakers in real-time</i>	Runchen Liu
52	<i>The Impact of Caregiver Prompt Type on Pragmatic Responses in Children with ASD</i>	Zifei Liu

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

53	<i>Children face ambiguous input early on: A cross-linguistic corpus analysis of homophones</i>	Youtao Lu and Yukie Nagai
54	<i>Learning abstract relational terms in infancy based on cross-situational contrastive labeling</i>	Elena Luchkina and Elizabeth Spelke
55	<i>Early discrimination of vowel length and dialect in monolingual and bilingual infants: A longitudinal study</i>	Sara Madrova, Filip Smolik and Nikola Paillereau
56	<i>Keeping it real: Children's comprehension of yesterday and tomorrow for autobiographical and hypothetical events</i>	Urvi Maheshwari and David Barner
57	<i>The development of Pluperfect: Evidence from Greek</i>	Marina Mastrokosta and Vina Tsakali
58	<i>Sentence imitation in Czech-speaking children with DLD: the role of language knowledge and working memory</i>	Klara Matiasovitsova and Filip Smolik
59	<i>Sign Language Sentence Repetition Predicts Sentence Comprehension in Deaf Adolescents</i>	Rachel Mayberry, Marla Hatrak, Deniz Ilkbasaran and Rachel Miles
60	<i>L1 Arabic-L2 English speakers use subject-verb agreement cues in real-time comprehension of English</i>	Janalyn A. Miklas and Cynthia Lukyanenko
61	<i>Anti-locality in L2 Syntax: Universal Constraints vs. L1 Transfer in Japanese Learners of English</i>	Reina Mogushi, Kasumi Takahashi and Yuichi Ono
62	<i>The emergence of negation in Nicaraguan homesign systems</i>	Danielle Novak, Victor Gomes, Marie Coppola, Jesse C. Snedeker and Annemarie Kocab
63	<i>The effect of L1 on acquiring the scope of disjunction and negation in L3 Japanese</i>	Tokiko Okuma
64	<i>Syntactic or Overloading? Adverbial Effects on the Processing of That-Trace Structures in L1 and L2 Grammars</i>	Yuichi Ono and Kasumi Takahashi

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

65	<i>Connecting Preschoolers' Spontaneous Speech to Future Language Skills: A Longitudinal Cohort Study of Canonical Proportion as a Developmental Index</i>	Carissa Ott and Meg Cychosz
66	<i>Vocabulary size, not inhibitory control, drives 24-month-olds' word recognition in semantically competitive contexts</i>	Claney Outzen, Amanda Rose Yuile, Sharon Christ, Risa Stiegler, Mary Adams, Barbara Brown and Arielle Borovsky
67	<i>Developmental differences in dialect discrimination: An fNIRS study of monolingual and bilingual infants</i>	Nikola Paillereau, Sara Madrova and Torsten Wüstenberg
68	<i>The acquisition of the scalar and additive presuppositions of persino ('even') and neppure ('not even') in child Italian</i>	Letizia Raminelli, Elizabeth Mirtha Heredia Murillo, Desiré Carioti and Maria Teresa Guasti
69	<i>Investigating education and psychosocial factors as predictors of maternal speech among low-income Latinx families</i>	Alexus G. Ramirez, So Yeon Shin, Brenda Jones Harden, Tiffany Martoccio, Lisa Berlin and Rachel R. Romeo
70	<i>Second Language Speech Assimilation in an Optimal Transport Framework</i>	Joselyn Rodriguez, Patrick Shafto and Naomi Feldman
71	<i>Negative Concord in L2 Russian</i>	Eleanor Sand and Tania Ionin
72	<i>Countering the input-driven Semantic Subset Principle account of disjunction under negation</i>	Tetsuya Sano, Akari Ohba and Kamil Deen
73	<i>Understanding distributive quantifiers: Evidence from Italian children's comprehension and production</i>	Chiara Saponaro, Desiré Carioti and Maria Teresa Guasti
74	<i>Effect of birth order on picture book reading in Japanese-speaking 0- to 5-year-olds</i>	Shiori Sato, Hiroki Higuchi and Tessei Kobayashi
75	<i>A developmental hierarchy of noun-modifying clause construction in Mandarin: first corpus and experimental evidence</i>	Mengyao SHANG, Ziyin MAI, Stephen MATTHEWS and Virginia YIP
76	<i>Evaluating the morphological complexity of ADS vs. CDS in a polysynthetic language</i>	Amalia Skilton and Sara Carter

**Poster Session 2 – Saturday, November 8, 2025, from 3:30–5:00**

77	<i>Novel word learning in second grade predicts later vocabulary and reading comprehension</i>	Supraja Srikumar, Anna Ehrorn, Dawna Duff and Suzanne Adlof
78	<i>Do Child-Based Factors Shape Parental Speech and Gesture Input? Insights from Children with Down Syndrome</i>	Irmak Su Tutuncu, Funda Yagmur, Armita Ghobadi, Jianhua Wu and Seyda Ozcaliskan
79	<i>When transitional probability cues are unreliable, even 5-month-olds rely on phonotactics to segment words</i>	Megha Sundara, Ferhat Karaman and Hironori Katsuda
80	<i>Four-year-olds comprehend tense/aspect markers in finite and nonfinite embedded clauses</i>	Elizabeth Swanson, William Vincent Zumchak, Jeffrey Lidz and Valentine Hacquard
81	<i>The linguistic distribution of adjectives calls attention to variable object properties: The case of acquiring adjectives of emotion v. color, shape, and size</i>	Kristen Syrett and Misha Becker
82	<i>Conversational turn-taking and communicative behaviors in two deaf, bilingual-bicultural preschool classrooms</i>	Savannah Tellander, Rain G. Bosworth and Allison Fitch
83	<i>Maternal Input Quality and Early Language Outcomes in Late Talkers: A Longitudinal Analysis of Lexical and Syntactic Development</i>	Xuan Wang and Yan Shi
84	<i>Planting new words: Exploring human and LLM language learning and generalization abilities through a novel plant-naming game</i>	Christina Wray and Molly Flaherty
85	<i>Examining within-language semantic priming in Chinese-English bilinguals using L1-derived word associations</i>	Zhiyi Wu and Nan Jiang
86	<i>Children are conservative in their production: A study of long-distance questions in child-Hindi</i>	Pravaal Yadav
87	<i>WH-island effects are stronger for subject relatives than object relatives in L1/L2 English</i>	Fred Zenker and Bonnie D. Schwartz

## Remote Posters: Sessions 1 and 2

\*Posters will be shown on a monitor and presenters available via Zoom during listed time slot

<b>Time</b>	<b>Title</b>	<b>Authors</b>
Friday, November 7, 3:30 – 3:41	<i>Bilingual bimodal hard-of-hearing children with a forced displacement background in Germany: A pilot study on morphosyntactic developmental trajectories of German Spoken Language and German Sign Language</i>	Lina Abed Ibrahim, Solveig Chilla, Anne Wienholz and Barbara Sophie Hänel-Faulhaber
Friday, November 7, 3:41 – 3:52	<i>Early childhood acquisition of grammatical gender in Irish</i>	Keira Colleluori
Friday, November 7, 3:52 – 4:03	<i>Everyday infant-directed communication is shaped by activity context</i>	Jessica E. Kosie and Casey Lew-Williams
Friday, November 7, 4:03 – 4:14	<i>Exploring Tone–Segment Asymmetry in Phonological Counting: Evidence from a Learnability Study</i>	Jian Cui, Hanna-Sophia Georgievska Shine, Youngah Do and Jesse Snedeker
Friday, November 7, 4:14 – 4:25	<i>Information packaging in child language: Comparing asserted to presupposed and implicated information</i>	Alyssa Vorobey and Lyn Tieu
Friday, November 7, 4:25 – 4:36	<i>Learning the categories underlying Turkish voicing alternations</i>	Caleb Belth
Friday, November 7, 4:36 – 4:47	<i>Morphological access to alternatives fails to boost scalar implicatures: Interpretation of disjunction in Turkish-speaking children</i>	Enes Us and Duygu Ozge Sarisoy
Friday, November 7, 4:47 – 4:58	<i>Narrative abilities in multilingual children with ASD: Comparison of non-interactive and naturalistic acquisition</i>	Iris Hindi and Natalia Meir
Friday, November 7, 4:58 – 5:09	<i>Investigating the role of working memory in young children's production of relative clauses</i>	Peng Zhou, Xiaoxuan Zhu and Jiawei Shi

## Remote Posters: Sessions 1 and 2

\*Posters will be shown on a monitor and presenters available via Zoom during listed time slot

Saturday, November 8, 3:30 – 3:43	<i>On children's acquisition of disjunction in French: A corpus study</i>	Maria Astapova and Lyn Tieu
Saturday, November 8, 3:43 – 3:55	<i>The Bare Truth: Bare Nominals Acquisition Challenges for Brazilian Learners of English, French, and Spanish</i>	Antonio Codina and Elaine Grolla
Saturday, November 8, 3:55 – 4:08	<i>The good kind of chaos: A high degree of multilingual exposure benefits verbal fluency in typically developing children, and has no negative impact on autistic children</i>	Anna Czypionka, Pauline Wolfer, Franziska Baumeister and Stephanie Durrleman
Saturday, November 8, 4:08 – 4:20	<i>The role of cognitive abilities and input richness in dual language development of Farsi heritage language children in Germany</i>	Tina Ghaemi, Jenny Thillmann and Anna-Lena Scherger
Saturday, November 8, 4:20 – 4:31	<i>The role of UG and the unergative/unaccusative asymmetry in interlanguage grammar</i>	Hirokazu Tsutsumi, Takayuki Kimura and Takaaki Hirokawa
Saturday, November 8, 4:31 – 4:44	<i>Understanding sentences with focus particles using visual alternatives: Children do not ignore "only"</i>	Lyn Tieu and Petra Schulz
Saturday, November 8, 4:44 – 4:57	<i>Working memory and bilingual experience shape syntactic comprehension in autistic children: A cross-linguistic study</i>	Muna Abd El-Raziq, Vicky Chondrogianni, Franziska Baumeister, Pauline Wolfer and Stephani Durrleman
Saturday, November 8, 4:57 – 5:10	<i>Preschoolers' comprehension of contrastive connectives: A Mandarin perspective</i>	Yurong Li, Jiawei Shi and Peng Zhou

# NOTES



