The 20th Annual
Boston University

Conference on Language Development

November 3, 4 & 5, 1995

The Twentieth Annual

Boston University

Conference on Language Development

November 3, 4, and 5, 1995

Organized by the Graduate Students in
the Program in Applied Linguistics

Table of Contents

Twenty Years Ago...

As you contemplate the Conference handbook this year and decide which sessions you want to attend, we thought it might be fun to look at what your choices would have been twenty years ago. The schedule of the First Annual Boston University Conference on Language Development is reproduced here and under the announcement of the Keynote Address on page 20.

It's obvious that the conference has expanded, from 46 papers over a day and a half twenty years ago to 90 papers in the course of three days this weekend. We were also pleased to discover that several researchers who found the conference to be a useful forum for their work twenty years ago are still contributing to the field of language development by presenting at our conference. You'll notice that our keynote speaker this year, Lila Gleitman, was also our very first keynote speaker.

Program

First Annual Boston University Conference

on

Language Development

October 1st and 2nd, 1976
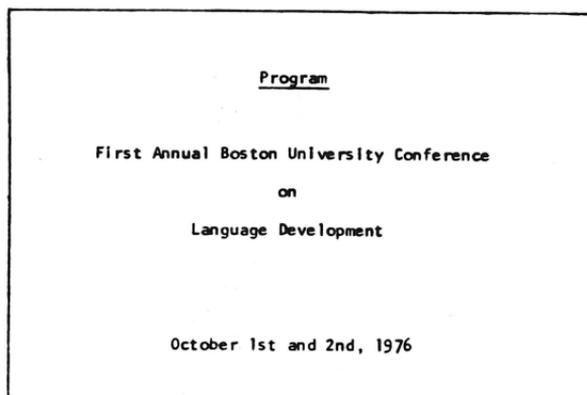
Friday, October 1st

Registration:	12:00 - 4:00 p.m.	Stone Lobby
Welcoming Addresses:	1:00 - 1:45 p.m.	Room A

Robert A. Dentler, Dean, Boston University School of Education
Professor Paula Menyuk, Boston University School of Education

Friday Afternoon Sessions:	2:00 - 5:00 p.m.	Rooms A, B, C
Keynote Address:	8:00 p.m.	Room A

Professor Lila Gleitman, University of Pennsylvania

Saturday, October 2nd

Registration:	9:00 - 11:00 a.m.	Stone Lobby
Saturday Morning Sessions:	9:30 - 12:30 p.m.	Rooms A, B, C
Saturday Afternoon Sessions:	2:00 - 5:00 p.m.	Rooms A, B, C

****

Welcome

We would like to join in welcoming all of you to the Twentieth Annual Boston University Conference on Language Development. It is a pleasure to be able to receive you here again at Boston University.

We are honored to have Lila Gleitman, of the University of Pennsylvania, and Lydia White, of McGill University, as featured speakers. Professor Gleitman will present Friday's Keynote Address, "When Prophecy Fails: How do We Discard Our Theories of Learning?" Saturday's program will close with Professor White's Plenary Address, which is entitled "The Tale of the Ugly Duckling (or The Coming of Age of Second Language Acquisition Research)." Receptions will follow both addresses.

The rest of the program is devoted to a wide range of papers chosen from submitted abstracts. This year we received over 230 submissions, which were then sent out for anonymous review. Of these, 90 were selected for presentation, and we are sorry not to have had space to include more of the many excellent submissions we received. This year for the first time we have chosen several alternate papers in an attempt to deal with the problem of cancellations. You will find the abstracts for these alternate papers at the end of the program, and the papers themselves will be collected in the Proceedings volume.

It is our commitment to continue to provide a forum for work in this diverse field here at Boston University. Once again this year we will be publishing the Proceedings of the Conference. Information about ordering copies—of the 1994 Proceedings as well as the 1995 Proceedings—is available in your registration folders and at the Cascadilla Press table during the book exhibit. We hope you will enjoy the conference.

The 1995 Conference Committee:

Elizabeth Hughes   Andy Stringfellow
Dalia Cahana-Amitay
Kristine Gilchrist
Robert Lee
Julie Whitlow
Andrea Zukowski

Acknowledgements

David Birdsong	Nina Hyams	Janet Randall
Paul Bloom	Suzanne Irujo	Marnie Reed
Ellen Broselow	Dorit Kaufman	Thomas Roeper
Maggie Browning	Judy Kegl	Bonnie Schwartz
Andrea Calabrese	Marcel Kinsbourne	William Snyder
Harald Clahsen	Donna Lardiere	Karin Stromswold
Stephen Crain	Beth Levin	Margaret Thomas
Katherine Demuth	Alec Marantz	Hoskuldur Thraìnnsön
Richard Ely	Janis Melvold	R. Lorenza Trigo
Lynn Eubank	Michelle Mentis	Terry Tsushima
James Paul Gee	Paula Menyuk	Anne Vainikka
LouAnn Gerken	Elissa Newport	Marilyn Vihman
Peter Gordon	Loraine Obler	Kenneth Wexler
Marco Haverkort	Catherine O'Connor	Lydia White
Lowry Hemphill	Steven Pinker	
James Hodgson	Ljiljana Progavac	

General Information

REGISTRATION AND SESSION LOCATIONS

All sessions will be held in the **George Sherman Union**, 775 Commonwealth Avenue. Registration will take place in the lobby on the second floor. You may register on **Friday** starting at 8:30 AM. On **Saturday and Sunday**, registration will begin at 9:00 AM.

Please register before going to sessions. (We rely entirely on registration fees to cover the costs of the Conference. We appreciate your willingness to wear your name badge; you may be asked to present it before entering sessions.)

KEYNOTE AND PLENARY ADDRESSES

Lila Gleitman will deliver the Keynote Address on Friday at 8:00 PM in the Large Ballroom on the second floor of George Sherman Union. A reception will immediately follow in the Small Ballroom next door.

Lydia White will give the Plenary Address on Saturday afternoon at 5:00 PM, again in the Large Ballroom. There will be a sherry reception following the address in the Small Ballroom.

ADDITIONAL INFORMATION

Parking is available in the lot at 766 Commonwealth Avenue (across from the George Sherman Union) for $12 per day. A less expensive lot is located behind the Armory, one block west of 881 Commonwealth Avenue ($8 per day). Parking is free in the lot behind the Armory on Saturday afternoon and in both lots all day on Sunday. Limited on-street parking is also available in 4-hour blocks.

Temporary Luggage Storage Space will be made available. The room will be staffed in the morning, at the lunch breaks, and at the end of sessions each day. At other times the room will be locked.

Publishers' Exhibits will be held in the second floor Ziskind Lounge on Saturday and Sunday. For a list of exhibitors, see page 58.

Refreshments will be served in the second floor Ziskind Lounge during breaks. A list of local restaurants is provided with your registration packet, and the Food Court on the ground floor of the George Sherman Union (one floor below meeting rooms) offers a wide variety of eating establishments.

The Registration desk provides the following services:

> **ASL Interpreters** (Please inquire when you arrive.)
> **Message Board**
> **Lost and Found**
> **Campus Maps**

The 21st Annual Boston University Conference on Language Development is tentatively scheduled to be held on November 1, 2, and 3, 1996, at Boston University.

Root Infinitives Without Infinitives

Bernhard Rohrbacher, Brown University
Anne Vainikka & Spyridoula Varlokosta
University of Pennsylvania

This paper investigates whether there is a "root infinitive" stage for children acquiring Greek, a language without infinitives which instead uses the inflected NA-construction. Developmental data from three children aged between 1;9 and 2;5 indeed contain matrix instances of the NA-construction. However, its distribution differs from that of the root infinitive in various ways. We argue instead that the 3sg. form, the most unmarked finite form, represents the Child Greek equivalent of the root infinitive. It is significantly overused in the earliest data, and its overuse recedes with the acquisition of inflectional elements, providing evidence for the truncated structure approach to root infinitives.

English Root Infinitives Do Not License Nominative Subjects

Carson T. Schütze & Ken Wexler, MIT

English children often produce oblique subject pronouns (e.g., her) instead of nominative forms. We argue that this lack of NOM assignment is a result of having "root" infinitives. We suggest that when the verb has Tense the subject must be NOM, but only when the verb lacks Tense can the default ACC be used. Quantitative data from Nina (Suppes 1973; Childes) support our prediction: Nina produces 121 ACC third person subjects, but almost none when the verb shows agreement.

Thus, the child knows that when the verb shows agreement, the subject must be NOM. These data show that root infinitives are not just forms in which -s has been phonetically dropped; if that were true, there would not be such a large difference between the subject case forms with agreeing versus nonagreeing verbs. Despite superficial errors, we find strong evidence for knowledge of syntactic case mechanisms.

Verb Movement to C in Embedded Clauses
in Early Swiss German

Manuela Schönenberger, University of Geneva & MIT

This paper concentrates on the verb placement in subordinate clauses in early Swiss German. My findings do not coincide with the results reported in the acquisition literature on German. The general claim is that German children hardly ever make mistakes with regard to verb placement in embedded contexts and that they generally use Verb-Final patterns. My two four-year old Swiss Germans productively make mistakes in embedded contexts. They always move the finite verb to C, resulting in Verb-Second and Verb-First patterns. They never use Verb-Final patterns nor the complementizer *dass* "that." The difference between the German and Swiss-German acquisition data can be accounted for by assuming that Swiss-German children treat complementizers as maximal projections rather than heads, because they are homophonous with interrogative words in Swiss German but not in German. Thus, in the Swiss-German child's grammar the C position is available for verb movement.

B R E A K :   **1 0 : 3 0 — 1 1 : 0 0**

Implications of Cross-Linguistic Contrasts
in Two-Year Old Syntax

Colin Phillips, MIT

I analyze the cross-linguistic distribution of 3 phenomena which have been used as evidence for the claim that children have syntactically non-finite root clauses (Weverink 1989, Wexler 1994, Rizzi 1994):
1. Wh-finiteness interactions
2. Finiteness-null subject interactions
3. Differences in the rate and length of root infinitive usage

In each case I argue that the cross-linguistic distribution of the effects in fact supports the claim that young children's root clauses are all syntactically finite. It is a specific problem with head movement which gives the appearance of root infinitival clauses. 2-year olds are able to avoid merging V with Infl, with the consequence that default, non-finite verbal forms are inserted.

Null AUX and the Acquisition of Residual V-2

Maria Teresa Guasti, DIPSCO
Luigi Rizzi, University of Geneva

Adult English disallows the order *WH-NP-V in main non-subject questions, whereas English learners produce it:

1) What John cook/cooking/cook-s/-ed?

The vast majority of such cases involve the bare or -ing forms, while forms inflected for T/Agr are rare (e.g., Eve 1,8-2,3 (cook)=52%; (cooking)=45%; (cook-s/ed)=2%; Adam 2,3-3 (cook)=58%; (cooking)=29%; (cook-s/ed) = 13%). Assume that I to C movement is governed by the wh-criterion (May, 1985; Rizzi, 1991). (1) may suggest that (I) <u>The wh-criterion is not initally operative</u>. This assumption is problematic: wh-phrases are initially fronted. Italian learners never produce the sequence *WH-NP-V, disallowed in the adult language. Moreover, even in early English, an overt auxilary moves to C and (2) (see below) is rare (e.g. Eve (2)=3%; Adam (2)=7%).

2) Where he is?

(I) does not predict this asymmetry. Then, we suggest that English learners respect the wh-criterion and (II) <u>assume a null Aux,</u> which, like its overt counterpart, carries the wh-features to C.

The Acquisition of Irish and the Internal Structure of VP in Early Child Grammars

Eithne Guilfoyle, University of Calgary

The role and motivation for V-movement has attracted the interest of many researchers working in the fields of syntax and language acquisition. In this paper we consider this issue in relation to data from the acquisition of Modern Irish, a VSO language. In particular, we consider the high instances of SVO order in the productions of young children acquiring Irish as a first language, and argue that this order arises because the children are at the "optional infinitival" stage as described by Wexler (1994). We explicitly argue against the claim that the children's SVO order can be attributed to either:

    a. transfer from English

    b. extended use of the progressive structure (Hickey 1987).

We further claim that the children's use of SVO order in the early stages is due to the child's use of the theory of economy of projection which forces the child to initially postulate an underlying VNP rather than a full VP.

Friday 9:00 AM   *Conference Auditorium*

Infants' Sensitivity to Sound Similarities Within Words

Angela L. Bauman, Mara B. Goodman, & Peter W. Jusczyk
SUNY-Buffalo

Nine-month-old infants are sensitive to certain native language sound patterns (Jusczyk et al., 1993; Jusczyk et al., 1994). Moreover, older children have been shown to produce phonological devices in poems as early as 28 months (Dowker and Pinto 1993). We explored whether such devices are actually perceived earlier by infants. In four experiments, 24 nine-month-old infants were presented with two types of word lists. One-half obeyed a single phonological form (Experiment 1 = Rhyme; Experiment 2 = Alliteration; Experiment 3 = initial Consonant and Vowel (CV); and Experiment 4 = Assonance) and the remaining half contained foils. Results showed that infants listened significantly longer to the consonant vowel and alliteration lists over their paired foils. The rhyme and assonance lists were not preferred to their respective foils. These results imply that the beginning of the syllable, more specifically the inital sound in a word, is more salient for the infant.

Friday 9:30 AM   *Conference Auditorium*

The Manner Node Reconsidered

Daniel A. Dinnsen, Indiana University

Within feature geometry, different claims have been made about the range, unity, and location of manner features with little support for a manner node as a unit of subsegmental structure. The issue is reconsidered, drawing on evidence of interacting error patterns in the developing systems of three young children acquiring English. The results reveal that obstruent stops and glides can serve as targets of assimilation when the triggering features are [continuent] or [nasal], but also block as targets under superficially similar circumstances. It is argued that [continuent], [nasal], and [approximant] are dependents of the same node, namely manner, and that default features must be permitted to be specified and underspecified. (Supported by NIH DC-00260.)

Friday 10:00 AM   *Conference Auditorium*

The Development of On-glides in American English

Jessica A. Barlow, Indiana University

The status of the C/j/ sequence as a consonant cluster has motivated an investigation into the representation of such sequences in comparison to C/w/ and consonant-liquid sequences in data from developing systems. Evidence from

production and substitution patterns indicated that children showed different patternings for the consonant-glide sequences, such that for some children the palatal glide patterned as part of the onset of a syllable, whereas for other children it patterned as part of the nucleus. Results support the claim that the palatal glide of the C/j/ sequence patterns as part of both the onset and the nucleus of a syllable. The seemingly ambivalent behavior of glides would then follow from a complex structure and different constraint rankings. (Supported by NIH DC-00260.)

BREAK: 10:30 — 11:00

Friday 11:00 AM   *Conference Auditorium*
Infants' Developing Sensitivity to Language-Typical Word Order Patterns
Anne Fernald & Gerald McRoberts
Stanford University

When do infants become aware of sound patterns associated with grammatical vs. ungrammatical word order in the ambient language? Four studies explored English- and Spanish-learning infants' listening preferences for speech with language-typical word order. In Experiment 1, 10-, 12-, and 14-month-old English-learning infants were presented with English speech in Normal (NWO) and Scrambled Word Order (SWO) in an auditory preference procedure. We found that 12- and 14-month-old infants listened significantly longer to NWO speech, but 10-month-old infants did not. In Experiment 2, Spanish-learning infants between 16-24 months showed a strong preference for Spanish speech with normal word order. However, age-matched English-learning infants did not discriminate NWO and SWO speech in Spanish. Experiments 3 and 4 investigated cues which English-learning infants rely on to discriminate NWO and SWO speech in English. Months before they produce two-word utterances, infants become aware of language-typical word order patterns.

Friday 11:30 AM   *Conference Auditorium*
Prosody, Functors, and Word Recognition in Young Children
Daniel Swingley, Anne Fernald, Gerald W. McRoberts,
& John P. Pinto, Stanford University

A preferential looking procedure was used to test the hypotheses that 1) infants recognize familiar words more easily in sentences spoken with infant-directed prosody than with adult-directed prosody; and 2) grammatical articles, as opposed to nonsense articles, facilitate word recognition in simple sentences. 18-month-olds and 24-month-olds demonstrated target-word recognition by looking longer at labeled pictures than distractors. Infants' recognition did not

differ by prosody type or by grammaticality of article. These findings indicate that by 18 months, recognition of familiar sentence-final words is not assisted by infant-directed prosody, or hindered by ungrammatical articles.

Infants' Word Learning is Facilitated when Novel Words are Presented in Infant-Directed Speech in Either Sentence-Final or Sentence-Medial Position

Roberta Michnick-Golinkoff, University of Delaware
Anthony Alioto, Kent State University
Kathy Hirsh-Pasek, Temple University

There are two key questions about how infant-directed (ID) speech affects language acquisition. First is the issue of whether ID speech has <u>any</u> impact on language acquisition. Second, if ID speech does have an impact, what aspects of ID speech make the difference? We grounded these issues in the domain of word learning thinking that ID speech might well assist the child in segmenting and remembering word-like elements in the speech stream. Indeed, the learning of novel lexical items was shown to occur more readily in ID than in adult-directed (AD) speech. In addition, register mattered more than the position in the sentence since toddlers learned novel words presented in a medial position in ID speech more readily than those same words presented in AD speech.

FRIDAY MORNING: SESSION C   TERRACE LOUNGE

Pronoun Resolution Across Clauses: Acquisition Evidence for the Structure of the Coreference Processor

Ron Smyth, University of Toronto
Siu-Mei Cheung, McGill University

This study supports the proposal (Smyth 1992, 1994) that grammatical influences on interclause pronoun resolution are not learned, but arise from the structure of the coreference processor. Twenty-nine children (2;9 6;8) and 53 adults chose antecedents across conjoined clauses with Experiencer-subject and/or Experiencer-object verbs. Verb types were matched or mismatched (e.g. Batman liked Superman and he hated/bored Wonderwoman); the pronoun was either subject or object (...and Wonderwoman hated/bored him). These subjects and materials allow a better test of early acquisition than has been possible in previous studies.

At all ages, fully parallel structures yielded strongly parallel assignment, thematic role clashes attenuated parallel assignment, and this attenuation appeared only for object pronouns. The lack of age-related development, and the lack of substages within the child group, both lend strong support to the system architecture hypothesis.

Friday 9:30 AM   *Terrace Lounge*

The Role of Feature Specification in the Acquisition of Pronominal Anaphora in Dutch

William Philip & Peter Coopmans
Research Institute for Language and Speech, Utrecht University

This paper presents the results of five experiments examining Dutch children's comprehension of sentences analoguous to *The girl is pointing at her/herself, Every girl is pointing at her/herself* and *The girl sees her/herself blow bubbles.* 164 Dutch children between 5 and 8 participated, as well as 10 English 6-year-olds and 23 Dutch adults. Three experiments used the paradigm of Chien & Wexler's (1990) 4th study, the other two a story comprehension paradigm. The results suggest that the "delay of Principle B effect" in Dutch is a combined effect of: (i) a processing difficulty, and (ii) incomplete acquisition of the feature specification of pronouns.

Friday 10:00 AM   *Terrace Lounge*

On the Acquisition of the Pronominal System in French and German

Celia Jakubowicz, Université Paris V
Natascha Mueller, Universität Hamburg
Ok-Kyung Kang, Université Paris VIII
Catherine Rigaut, Université Paris V
B. Riemer, University of Hamburg

This paper reports results from a cross-linguistic production study on the acquisition of subject and complement pronouns by monolingual French and German speaking children aged 2.2 to 2.6 years. First, it is shown that in both languages the occurrence of object pronouns (genuine object clitics in French and weak pronouns in German) appears to be delayed with respect to subject (personal) pronouns (weak pronouns in French and strong pronouns in German). It is argued that this dissociation is compatible with the hypothesis that morphologically less deficient pronouns arise before more deficient ones. Second, in French, children with MLU higher than 3.6 use reflexive and non-reflexive pronouns. In German, the reflexive *sich* is almost absent from children's productions. Non-reflexive pronouns do appear (although not very frequently) in the spontaneous speech data; in the elicited production task, children more generally use compounds such as *zaehne-putzen* (teeth-brush) for

self and non-self oriented events. This difference is discussed in terms of morphosyntactic processes that differentiate the two languages.

B R E A K :   1 0 : 3 0 — 1 1 : 0 0

Language Acquisition Patterns and Structural Convergence: From Codeswitching to Language Change
Janet M. Fuller, University of South Carolina

This study examines the differences between patterns of societal and individual language change by comparing the German of speakers of "Pennsylvania Dutch," a German dialect which has survived in the United States for generations, and Germans who have come to live in the United States as adults. Framed within the Matrix Language Frame model, this paper proposes a continuum of features of codeswitching and convergence which reflect universal properties of language contact phenomena. The continuum has, at one end, codeswitching with a stable German dialect as the Matrix Language, and at the other, a composite Matrix Language with features of both languages. The differences along the continuum can be explained in terms of age and mode of acquisition of English.

They Be Taggin, Don't They?: The Acquisition of Invariant BE
Janice Jackson, Eliane Ramos, Fred Hall, D'Jaris Coles, Harry Seymour, Mike Dickey, Kimberly Broderick, & Bart Hollebrandse
University of Massachusetts at Amherst

Invariant BE of African-American English (AAE), which denotes habitual action or state, unlike "be" in Standard American English does not function as an auxilliary. Green (1993) predicts that this syntactic difference should result in a difference in the formation of tag questions (e.g., He BE sleeping, don't he. (AAE), He is sleeping, isn't he. (SAE)). Were BE an auxiliary, it would be tagged as "isn't", as in SAE or by analogy "ben't" (which is ungrammatical in AAE). Results of a study designed to determine whether AAE and SAE speaking children are sensitive to this difference are presented.

Hitting a Moving Target: Acquisition of Sound Change in Progress by Philadelphia Children

Julie Roberts, University of Vermont

Recent work in the acquisition of dialect has shown that children acquire patterns of stable variation and completed sound changes at a very early age. The present study looks at the acquisition of new sound changes by 3- and 4-year-old children. The results were consistent with previous findings in that, with critical exceptions, the children had acquired the changes. These results underscore the point that the dialect transmission period begins quite early -- well before the age of maximal peer-group influence. In addition, Labov (1990) states that one possible explanation for the frequently noted finding that women lead in changes below the level of consciousness is the asymmetry of the early child care situation, which could advance female-dominated changes and retard male-dominated changes. The finding that children begin to learn their community norms at a very early age supports the possibility that this child care asymmetry very likely affects the progress of sound changes over time.

L U N C H B R E A K : 1 2 : 3 0 — 2 : 0 0

Friday 2:00 PM   *Large Ballroom*

ASL and Theory of Mind in Deaf Children

Elaine Gale, Peter de Villiers, Jill de Villiers,
& Jennie Pyers, Smith College

The acquisition of a mature "theory of mind" is a major component of conceptual and social development between the ages of 4 and 5. Studies of deaf children provide a test of the contribution of language acquisition to this development, since these children are of normal nonverbal intelligence and social development, even while they may be considerably language delayed. We tested 15 deaf children of normal nonverbal intelligence and social development aged 4 to 10 years, who were in an ASL-intensive bilingual program. The children were tested on ASL versions of the standard theory of mind tasks and a nonverbal hide-and-seek task that required for its solution an understanding of other people's state of knowledge. Narratives and explanations of actions in terms of mental states were also elicited from the children in ASL using videotaped cartoons. Theory of mind development was delayed relative to hearing children in both the verbal and nonverbal tasks. However, it was closely predicted by the deaf children's production in their ASL of mental state explanations of actions. Using language to refer to the character's cognitions--thoughts and beliefs--was more highly correlated with mastery of the theory of mind tasks than was either age or the general complexity of the children's ASL syntax and vocabulary. Thus it is specifically the acquisition of language about the mind that facilitates the development of a complete theory of mind.

Friday 2:30 PM   *Large Ballroom*

The Development of Language from Non-Native Input

Danielle S. Ross & Elissa L. Newport
University of Rochester

We present a longitudinal study of the acquisition of American Sign Language (ASL) morphology by a deaf child (Simon). Simon's only input to ASL came from his late-learning parents, whose use of ASL morphology was highly inconsistent. Singleton and Newport (1994) found that at age 8 Simon surpassed his input and used most of the target ASL morphemes at native levels of consistency. In this study we examine the course of Simon's acquisition process, from ages 2 1/2 to 9 years.

    Results show two distinct patterns: Where input is moderately consistent, Simon's learning curve is identical to that of deaf children with native-signing

parents. However, where input is below 40% correct, Simon does not achieve native outcomes, and his performance asymptotes at ages 7-9.

These results show the ability of learners to compensate for irregular input. However, when input is more dramatically inconsistent, compensation mechanisms begin to falter, and also may interact with maturational changes in learning.

Friday 3:00 PM   *Large Ballroom*

The Genetic Basis of Language Acquisition

Karin Stromswold, Rutgers University

A fundamental question about language acquisition is the extent to which the ability to learn language is the result of innate, genetically encoded structures. A number of findings are consistent with there being a heritable component to language acquisition (e.g., findings about the universal properties of human languages, a sensitive period for language acquisition, normal children's rapid and uniform acquisition of language, without the need for specific instruction, developmental disorders that specifically impair or spare language acquisition). In addition to these indirect types of evidence, if language acquisition is the result of specialized structures in the brain and these linguistically-specific structures are genetically-encoded, one would expect to find direct evidence of the heritability of language. After a brief review of the methods typically used to investigate the heritability of language, the results of over 50 family aggregation studies, twin studies, segregation studies, pedigree studies, sex-ratio studies, adoption study and chromosomal linkage studies of language and language disorders will be reviewed. The results of these studies provide direct evidence that strongly suggests that the ability to acquire language is the result of specialized genetically-encoded structures.

B R E A K :   3 : 3 0 — 4 : 0 0

Friday 4:00 PM   *Large Ballroom*

"Come it closer": Causative Errors in Child Speech

Jess Gropen, Janita Blaskovich, & Gayle DeDe
McGill University

Bowerman (1982) and Braine et al. (1990) show that children produce CAUSATIVE ERRORS (come it closer = "cause it to come closer"), and yet they disagree on the rate, directionality (non-causative to causative, or vice versa), and etiology of the errors. In a detailed CHILDES-based study, it was found that children produced causative errors at a rate of 30%, but virtually no other errors. Furthermore, in an experiment controlling for the opportunity to make causative and noncausative errors, children made significantly more causative errors (11%) than noncausative errors (3%), and significantly more errors of both types were produced under discourse pressure. In sum, the low overall error rate implicates a processing account in which the lexical requirements of the verb normally

constrain the choice of syntactic frame; however, children may be swayed by discourse pressure to make occasional errors because they lack sufficient memory strength for particular verbs. The results of this research, in conjunction with data from lexical semantics, speech production, and cognitive neuroscience, are used to develop a neural model of response competition in which causative errors decrease as specific verb-frame associations take precedence over more general argument structure associations.

Friday 4:30 PM   *Large Ballroom*

The Locative Alternation: Accounting for its Acquisition without Reference to Innate Linking Rules

Ursula Brinkmann, Free University Amsterdam

In their account of the locative alternation (cf. (1)), Gropen et al. (1991a, b) argue that children are equipped with an innate rule that links affected arguments to d.o.-position. Children thus know that alternating verbs must specify both theme and goal as affected: the theme because it changes location, the goal because it changes state.

      (1) He sprays paint on the wall.   He sprays the wall with paint.

But their account faces empirical problems. As an alternative, I propose the Nonindividuation Hypothesis: for a verb to take its goal as d.o., the theme must be construed as NONINDIVIDUATED. This allows presupposing the existence of the theme, thus rendering the d.o.-position available for the goal. Only incremental themes (Dowty, 1991) can be construed this way: by turning the verb into process predicate. The hypothesis predicts that the goal-object form is acquired earlier for atelic verbs like *spray* than for telic verbs like *load*.

The results of 2 experiments support the Nonindividuation Hypothesis. One of them also tested the Affectedness Hypothesis. Its results indicate that children acquire the alternation without reference to an innate affectedness linking rule.

Friday 5:00 PM   *Large Ballroom*

Syntactic Bootstrapping by Children with Specific Language Impairment: Implications for a Theory of Specific Language Impairment

Erika Hoff-Ginsberg, University of Wisconsin-Parkside
Donna J. Kelly & JoAnn Buhr, Marquette University

Specifically language-impaired (SLI) children and age- and language-matched control children were presented with ungrammatical sentences in which the meaning of the verb contradicted the meaning implied by the syntactic frame in which the verb appeared. In acting out the sentences with toys, the SLI children showed the same pattern of reliance on syntax as a clue to verb meaning as the control children. From this finding we conclude that SLI children's documented delays in verb acquisition do not result from an inability to use the syntactic

information in individual strings but from difficulty in combining information from multiple instances in input. We propose that similar processing difficulties also account for other aspects of SLI children's language delays.

FRIDAY AFTERNOON: SESSION B CONFERENCE AUDITORIUM

Infants' Strategies of Speech Segmentation: Clues from Weak/Strong Words

Derek Houston & Peter Jusczyk, SUNY-Buffalo
Mary Newsome, Princeton University

The present series of experiments demonstrates that distributional properties play a critical role in whether the strong syllables of weak/strong words are detected in fluent speech. Specifically, when weak/strong words occur in the context of different subsequent words, 7.5-month-olds are more apt to segment out the strong syllables of these words. However, when weak/strong words are followed by the same weakly stressed functor word (e.g., "device to") 7.5-month-olds no longer match the strong syllables to weak/strong words in fluent speech. Instead, they appear to treat the strong syllable plus functor as a unit. Further experiments indicate that 10.5-month-olds have solved the problem of segmenting weak/strong words. In particular, they match the whole weak/strong word, rather than just the strong syllable, to words in fluent speech.

Infants' Use of Rhythmic Cues in Word-Level Segmentation

Jane B. Childers & Catherine H. Echols
University of Texas

Two experiments assessed whether infants can use the trochaic stress pattern characteristic of English for word-level segmentation. In a modified head-turn preference procedure, 9-month-old infants were familiarized to two 4-syllable speech sequences, one containing a trochaic embedded unit (e.g., ned watben mo) and one containing an iambic unit (e.g., bal kesmit ner). They were then presented with the familiar (extracted) trochaic unit, a novel trochaic unit, the familiar iambic unit and a novel iambic unit. In Study 1, infants preferred novel units over familiar units regardless of stress pattern. In Study 2, with reduced exposure to the familiarization stimuli, infants recognized the extracted trochaic units but not the iambic units. Taken together, the results of these experiments suggest that infants can, with enough exposure, extract both trochaic and iambic

units. When the task is more difficult, however, attention to the trochaic stress pattern may assist word-level segmentation.

An Incremental Model of Word Discovery

Michael Brent & Timothy Cartwright,
The Johns Hopkins University

One of the fundamental questions of language acquisition is how children can extract a lexicon of word sounds from a speech stream that lacks an acoustic analog of the spaces between printed words. We propose the following model: Children segment each utterance in such a way as to simultaneously minimize the number of novel words (token or familiar) in the segmented utterance. Simulations of this strategy on broad phonetic transcripts of child-directed English show that, when combined with phonotactic constraints, it discovers words quickly and accurately, both in absolute terms and by comparison to a baseline algorithm. The lexicon continues to increase in both size and accuracy as the corpus of almost 100,000 phonetic segments is processed. Increasing the working memory span in the simulation improves learning early on, but does not affect the final outcome.

The notion that people use distributional analysis in lexical acquisition is gaining support from laboratory work with infants and with adults learning artificial languages. Our model makes specific predictions that can be tested in these paradigms.

BREAK: 3:30 — 4:00

The Shape of Early Words:
A Prosodic Developmental Analysis

Jacqueline S. Johnson & Joanna Salidis
University of Virginia

We address a recent theory that proposes that the segmental inaccuracies of production are due to linguistic constraints promoting the unmarked forms of prosodic structure (Demuth, 1995). According to Demuth, children's phonological forms develop in three stages, determined by the child's growing differentiation of the prosodic hierarchy. To evaluate her theory, we analyzed a database containing the phonological forms of one child's vocabulary documented in its entirety from 10 to 20 months of age. The type-frequency of each prosodic form was plotted over age. The results conform in detail to the developmental pattern predicted by Demuth's theory. We also examined an alternative explanation, that the observed pattern is due more to syllabic factors

than to universal prosodic constraints. We show that the reduction strategy the child used to produce multisyllabic targets depended in part upon the prosodic structure of the target syllable, suggesting an inclination to produce forms which conform to minimal words.

Friday 4:30 PM   *Conference Auditorium*
Truncation in Early Child Phonology: Alignment and Correspondence
Joe Pater & Johanne Paradis
McGill University

In the first stage of lexical acquisition, it appears to be universal that children's word productions are maximally bisyllabic (see Demuth, 1994, among others). When the adult target exceeds this size, a common pattern in learners of English and other languages is to preserve the stressed and the rightmost syllables, even when these are non-adjacent, in a truncated production of the target. We show that these data are captured by the unmarked ranking of well-motivated phonological constraints on Alignment and Correspondence, drawn from recent work on Prosodic Morphology in Optimality Theory (McCarthy & Prince, 1993, 1994, 1995). No previous account, whether perceptually-based or phonologically-oriented has been able to fully respect continuity (Pinker, 1984), or to account for the full range of data. In addition to meeting these goals, this analysis formally recognizes the primacy of word edges and stress in language acquisition (Slobin, 1973; Wanner & Gleitman, 1982).

Friday 5:00 PM   *Conference Auditorium*
Acquisition of Stress: A Study of Rhythmic Processes in English-Speaking Children's Word Productions
Margaret M. Kehoe & Carol Stoel-Gammon
University of Washington

This study examines whether English-speaking children's productions of multisyllabic words are consistent with a rule-based metrical system. Children (aged 22-34 months) produced three-syllable words which varied across four stress patterns: WS, SW , SWW, and WSW and two segmental patterns: weak syllables with stop consonant onsets versus non-stop consonant onsets. Truncation, stress shift, and epenthesis patterns were examined according to the predictions of metrical theory. Children produced significantly greater numbers of stress errors in SW words and displayed epenthesis only in WS and SW words as predicted in a metrical analysis. Truncation findings provided only partial support for a metrical system. Children deleted weak syllables in word-initial position and weak syllables with sonorant onsets more frequently than other syllables. Overall results indicate a complex interaction between metrical and syllabic constraints which change with development. Findings are discussed in terms of current models of stress acquisition.

Friday 2:00 PM   *Terrace Lounge*
The Acquisitional Role of the Syntax-Morphology Interface: Morphological Compounds and Syntactic Complex Predicates
William Snyder, University of Connecticut

Stromswold & Snyder (1994) have demonstrated that children consistently acquire English complex predicate constructions (verb-particle, double-object dative, *put*-locative, and causative/perceptual constructions) as a group; S&S interpret this effect as parametric learning. The present study strengthens the empirical basis for a parametric interpretation, and examines the nature of the relevant parameter. Cross-linguistically, availability of English-type CPCs patterns closely with availability of productive Noun-Noun compound-formation. Examination of spontaneous-production transcripts reveals that acquisition of productive N-N compounding is extremely well correlated with acquisition of CPCs. A partial regression analysis indicates that the observed correlations are not simply due to general developmental factors.

Friday 2:30 PM   *Terrace Lounge*
Children's Oblique Relatives
Dana McDaniel, University of Southern Maine
Cecile McKee, University of Arizona

We report on a study that used an elicited production task and a grammaticality judgment task to investigate oblique relative clauses in English-speaking children aged 3 to 12.

Our general finding was that children respected principles of UG, but eschewed pied-piping. No subject produced pied-piping with prepositions. However, the adults accepted this construction, whereas many of the children rejected it. Children rarely produced pied-piped genitive constructions, but, except for the youngest children, they accepted it.

One possible account is that children's grammars initially do not allow pied-piping and later broaden to allow this option. Another possibility is that pied-piping is not really an option in English, but rather is an artificial feature of literary English. We argue that the former analysis best accounts for the genitive case of pied-piping, while the latter is the best account of prepositional pied-piping.

Phonological Parameter Setting
with the Triggering Learning Algorithm
Kevin Broihier, MIT

Given a Principles and Parameters view of linguistic knowledge (cf. Chomsky, 1992), an obvious question arises for the researcher interested in language acquisition: How does the learner use the linguistic input they receive to set the parameters to their target values? The main difficulty that arises in answering this question has been labeled the Credit Problem (cf. Clark, 1989, Dresher, 1994). Parameter values typically can't be read directly off the input. Given that a learner can detect that an input they're receiving is not consistent with a set of parameters that they've hypothesized, it's not immediately clear how to adjust the parameters to improve the hypothesis because parameters can interact in intricate ways. This talk will discuss the results of attempting to apply Gibson and Wexler's (1994) proposal about how a learner faced with the Credit Problem might proceed. The test system for this study is Halle and Idsardi's (1992) parametric model of stress assignment.

B R E A K :   3 : 3 0 — 4 : 0 0

Parameters in L1 and L2 Acquisition
Ad Neeleman & Fred Weerman, Utrecht University

Most parameters actually proposed are far removed from the ideal envisaged when parameter theory was introduced: they are too construction-specific. Consequently, problems that clung to a seventies-style grammar reappear. Moreover, the discussion about the accessibility of parameters to L2 learners has reached a stalemate. If parameters are construction-specific, there is hardly an empirical difference between the view that L2 acquisition is the resetting of parameters and the view that L2 acquisition is the positing of construction-specific rules guided by general learning strategies.

We formulate a version of the OV/VO parameter that is not construction-specific: it will relate such different empirical domains as basic word order, scrambling and ECM constructions. We can now evaluate the different hypotheses about the accessibility of parameters in acquisition. We show that Dutch and English children, having acquired basic order, make no mistakes with respect to the phenomena just mentioned, whereas in L2 acquisition, no such correlation exists.

Parameters in the Lexicon, Language Variation, and Language Development

Alan Juffs, University of Pittsburgh

This paper will argue that a modification is required to Chomsky's (1993, 1994) proposal that parametric variation be restricted to functional categories in the lexicon. It will focus in particular on recent developments in theories of argument structure and morphology (Hale & Keyser, 1993; Jackendoff, 1990; Webelhuth, 1992), and problems of first and second language development (Bowerman, 1983; Gleitman, 1990; Hirakawa, to appear; Juffs, to appear; Pinker, 1989; Stromswold & Snyder, to appear). It is argued that without a parametric limit on the hypothesis space, learners of first and second languages will face a well-known problem of overgeneralizing the semantic representation which determines predicate argument structures. Data from first and second language acquisition are discussed which indicate that learners are able to narrow their grammars on the basis of data which underdetermine their final state of linguistic knowledge.

Verb Movement and Clitic Placement in French and Spanish as a Second Language

Silvina A. Montrul & Joyce Bruhn-Garavito
McGill University

This bidirectional study investigates the acquisition of verb movement and clitic positions in French and Spanish. With infinitives, Spanish manifests V-Cl order (*hablarle*) whereas French manifests Cl-V (*lui parler*), because infinitives move past the clitic in Spanish but do not in French (Kayne, 1991; Rizzi, 1994), as evidenced by adverb placement, negation, as well as licensing of PRO (Kayne, 1991). Adult French learners of Spanish and Spanish learners of French at low intermediate (N=25) and advanced (N=25) levels participated in this study. The tests used were an Elicited Production Task and a Grammaticality Judgment Task. Two groups of French and Spanish native speakers acted as control. Results show that both French and Spanish learners are able to reset the parameter to the L2 value but still have difficulties with the "if Pro" construction, suggesting that resetting a whole cluster is possible but does not happen instantaneously.

DINNER BREAK: 5:30 — 8:00

LILA GLEITMAN

University of Pennsylvania

WHEN PROPHECY FAILS:
HOW DO WE DISCARD OUR THEORIES OF LEARNING?

Reception to follow in Small Ballroom

Twenty years ago...

Synopsis of Schedule

Friday, October 1st, 1976

12:00 - 4:00 p.m. Registration   Stone Lobby

1:00 p.m. Welcoming Addresses: Dentler, Manyuk Room A

Friday Afternoon Sessions

	Room A	Holzman	Room B	Berko Gleason	Room C	Rivers
2:00	Donahue & Watson		Horgan		Walters & Zatorre	
2:30	Moslin & Nigro		Lust		Potter, Klein, Faulconer, L.Feldman, & Garrett	
3:00	Parker		de Villiers, Flusberg, & Hakuta		BREAK	
3:30	BREAK		BREAK		Chu	
4:00	Masur		Leonard, Steckol, & Schwartz		Katz	
4:30	Weintraub		Carey & Potter		Rosansky	
5:00	Shatz & Graves					

8:00 p.m. Keynote Address: L. Gleitman Room A

Page 22

1:00 p.m. **Welcoming Addresses**, Room A   Dean Dentler; Prof. Menyuk

2:00 - 5:00 p.m.   Friday Afternoon Sessions

First Language: Adult-Child Interaction   **Room A**
Chair: Mathilda Holzman, Tufts University

2:00 Mavis L. Donahue & Linda R. Watson (Boston University): How to Get Some
      Action

2:30 Barbara J. Moslin & Georgia Nigro (Brown University): Apical Stop
      Production of Mothers to Children: A Voice Onset Time Analysis

3:00 Ellen Parker (Hofstra University): The Function of Gestural Behavior
      In Interaction Between Mothers and Their Language-Learning Children

3:30 Break

4:00 Elise Frank Masur (Tufts University/Boston University): A Pragmatic
      Analysis of Mothers' Speech to Prelinguistic Infants

4:30 Sandra Weintraub (Boston University): Some Sex Differences In the Language
      Parents Address to Children

5:00 Marilyn Shatz & Zoe Graves (C.U.N.Y.): The Role of Maternal Gesturing In
      Language Acquisition: Do Actions Speak Louder than Words?

First Language   **Room B**
Chair: Jean Berko Gleason, Boston University

2:00 Dianne Horgan (Indiana University): The Development of the Passive

2:30 Barbara Lust (M.I.T.): Coordination Reduction In Early Child Language

3:00 Jill de Villiers, Helen Tager Flusberg, & Kenji Hakuta (Harvard University):
      The Roots of Coordination In Child Speech

3:30 Break

4:00 Laurence B. Leonard, Karen F. Steckol, & Richard G. Schwartz (Memphis
      State University): Some Features Obscured by Utterance Length

4:30 Susan Carey & Mary C. Potter (M.I.T.): Mental Representation of Absolute
      and Comparative Size In Young Children

Second Language   **Room C**
Chair: Wilga Rivers, Harvard University

2:00 Joel Walters & Robert Zatorre (Boston University): Laterality Differences
      for Word Recognition In Bilinguals

2:30 M.C. Potter, B.V.E. Klein, B. Faulconer, L. Feldman, & M.F. Garrett (M.I.T.):
      Lexicon and Concept In First and Second Language

3:00 Break

3:30 Mae Chu (Boston University): Even Chinese Ideograms are Phonologically
      Encoded In STM!

4:00 Joel Katz (Stanford University): Case, Gender, and Pronominal Diamorphy
      In Child Second-Language Acquisition

4:30 Ellen Rosansky (Harvard University): Artifact and Assumptions: An
      Analysis of Group Cross-sectional Morpheme Performance Studies

Page 23

Quantification, Arbitrariness of Structure, and the Count-Mass Noun Distinction

Sandeep Prasada, Dartmouth College

The notion OBJECT plays a central role in theories of the acquisition of the count-mass noun distinction. It has been suggested that the notion of OBJECT corresponds to the notion of a bounded, continuous, solid entity which plays an important role in infants' physical reasoning. However, this notion cannot support the acquisition of the count-mass noun distinction—a bounded, continuous, solid entity can be quantified discretely (e.g. as a CHAIR), or continuously (e.g. as WOOD). The crucial property distinguishing these construals is arbitrariness of structure. Entities perceived to have non arbitrary structure are quantified discretely, whereas entities perceived to have arbitrary structure are quantified continuously. Data from adults and children support this proposal. Developmental predictions of the theory and the relation between the object/substance and individual/nonindividual distinction will be discussed.

Syntax, Semantics, and NP-type Nouns: More Evidence for Semantic Theories of Acquisition

Tracey C. Burns & Nancy N. Soja
Northeastern University

Semantic and distributional theories have proposed alternative explantions for children's categorization of nominals into subcategories (e.g., count and mass). The study of NP-type nouns is relevant to the debate. NP-type nouns (e.g.,"school") have both a count noun use, signalled by count-specific determiners (e.g., She is in a school), and a noun phrase use, marked by the absence of determiners (e.g., She is in school). The semantics of the nominal change as a result of the construction.

We probed children's interpretation of NP-type nouns in different determiner contexts. We found that NP-type nouns used with count specific determiners elicited the locational interpretation of the nominal, whereas NP-type nouns used bare evoked the institutional sense of the nominal. These results provide evidence that children appreciate the semantic properties of determiners and support semantic theories of nominal acquisition.

Why Does Vocabulary Spurt?

Beverly A. Goldfield, Rhode Island College
J. Steven Reznick, Yale University

We present data from a longitudinal study of early lexical development in order to evaluate competing hypotheses about mechanisms that underlie the vocabulary spurt. The data are parental diary records from 18 children who were observed from 14 to 22 months of age. Comprehension was tested in the laboratory every two months. Analyses suggest that explanations must account for: the sudden onset of the spurt; onset within the first 50 words; increase in comprehension as well as production; consistent increase in the proportion of nouns in the lexicon; the beginnings of verb-acquisition. These data are used to evaluate differing hypotheses about what underlies the spurt, including increased control over speech production, cognitive advances in memory, object knowledge and object permanence, and specific linguistic advances such as the acquisition of a critical mass of words that forms the basis for the insight that words are related components of a conventional language system in which all entities can be named.

B R E A K :   1 1 : 0 0 — 1 1 : 3 0

Object Naming and Category Boundaries

Barbara Landau, University of California, Irvine
Elizabeth Shipley, University of Pennsylvania

Novel object names prompt young children to set up new lexical categories. However, their role is complex: In the case of natural categories, a novel label might also establish category boundaries; in the case of non-natural categories, a novel label might also establish category boundaries; in the case of non-natural categories, two objects with the same label may never be collapsed as members of the same category (e.g. homonyms). We investigated the conditions under which 2, 3 year-olds and adults establish single vs. multiple lexical categories. Subjects in the Same-Label condition were shown two different objects, each labelled with the same name. Subjects in the Different-Label condition were shown the same objects, each labelled with a different name. All subjects then were shown intermediate objects (morphed between the two) and asked whether each was a member of one labelled category. Subjects hearing the same label collapsed all objects into a single category. Subjects hearing two different labels appeared to form two separate categories, suggesting that the presence of a second label led them to establish a second new category plus a boundary for the first. Extensions to the case on non-natural categories (i.e. homonyms) suggest that labelling information, while potent, interacts with additional assumptions about the nature of lexical categories.

An Examination of the Factors Underlying the Facilitative Effect of Word Phrases on Object Categorization in 9-month-old Infants

Marie T. Balaban, The Johns Hopkins University
Sandra R. Waxman, Northwestern University

Previous research indicated that novel words highlight object categories for preschoolers and 12-month-olds. We extend these findings to 9-month-olds in four studies. Infants were familiarized to slides of animals (e.g., birds). On several trials, infants in Word conditions heard infant-directed phrases ("a bird"); those in Tone conditions heard tones. Infants in both conditions also received silent trials. Infants looked longer on sounded than on silent trials. The test phase paired a new familiar-category exemplar (e.g., bird) with a novel animal (e.g., dinosaur). Infants in Word conditions showed significantly greater novelty preferences than those in Tone conditions. Infants hearing content-filtered words responded like those hearing words. Infants hearing tones with contour (melodies) responded like those hearing tones. These differential effects of words vs tones on categorization are interpreted in relation to other incipient language-related abilities during infancy.

SATURDAY MORNING: SESSION B CONFERENCE AUDITORIUM

The Second Language Acquisition of Dative Case: From Absolute L1 Influence to Optionality

Silvina A. Montrul, McGill University

By assuming Absolute L1 Influence Hypothesis (Schwartz, 1993; Schwartz and Sprouse, 1994), two studies were conducted to test whether dative pronouns are the trigger for the functional projection Agr IOP (Sportiche, 1992), and the syntactic consequences entailed. In the first study, intermediate French (N=12) and English (N=12) learners of Spanish and a Spanish control group (N=12) were tested on double objects, preposition stranding, indirect passives and ECM constructions using a Grammaticality Judgment Task and a Preference Task. In the second study, another group of English (N=19) and French (N=17) learners were tested on verbs with dative subjects using a Sentence Interpretation Task and a Preference Task. Results show that English learners are constrained by their L1 at the beginning, but that they move through a stage of optionality with some structures before arriving at the correct mental representation of the L2 grammar.

Null Arguments in the Acquisition of English
by Chinese Learners

Yang Xiao Lu, Beijing Univerisity of Aeronautics & Austronatics
Gladys Tang, Chinese University of Hong Kong

The present study investigates the relationship between the development of expletives, INFL, the tensed embedded clauses and the unlearning of null subjects and null objects among the Chinese learners of English. Three tasks were used: written grammaticality judgments, correction and discourse completion. The results show that the subjects initially accept both null subjects and null objects, but reject them as their IL grammars develop. In addition, no significant relationship is found for the tensed embedded clauses as well as tense and agreement features. Results from the expletives suggest that not all of them share the same status as triggering experience.

Saturday 10:30 AM   *Conference Auditorium*
Second Language Acquisition of English Reflexives:
Is There Hope Beyond Transfer?
Dawn MacLaughlin, Boston University

Research investigating the acquisition of English reflexives by Asian speakers has shown that some L2 learners acquire local binding. This result has been interpreted as evidence that L2 learners are able to reset parameters, and therefore, have access to UG. However, this interpretation has been challenged by Yuan (1994), who argues that these results can be explained solely in terms of L1 transfer. In this paper, we present experimental evidence that some L2 learners acquire a binding system that is not found in the L1: one which allows a reflexive to be bound outside an infinitival but not outside a finite clause. We also present evidence that this binding system is not attributable to a misanalysis of the infinitival clause structure, based on the binding properties of pronouns. We conclude that our results support access to UG in L2A, since L2 learners can acquire a system that is not found in the L1, yet is still a possible grammar.

B R E A K :   1 1 : 0 0 — 1 1 : 3 0

Saturday 11:30 AM   *Conference Auditorium*
Where's the Mature Language? Where's the Native Language?
Sabine Grace & Lynn Eubank, University of North Texas

This paper reports on a reaction-time (RT) experiment that tests whether Chinese-speaking L2 learners of English "allow" overt verb raising past adverbs ("Mary watches often TV"). Learners are tested independently on agreement. Schwartz & Sprouse (e.g., 1994) predict that no raising will be allowed by these learners while Vainikka & Young-Scholten (e.g., 1994) and Eubank (e.g., 1994)

predict free raising, though Eubank's prediction obtains only for the no-Agreement learners. While RT results from English natives have raising stimuli taking longer than non-raising stimuli, results for the L2 speakers overall and for those with Agreement indicate no difference. Only the no-Agreement learners have an RT bias toward covert raising.

Saturday 12:00 NOON   *Conference Auditorium*
Word Order Transfer in Possessive Constructions:
The L2-Spanish of Quechua Speakers
Jose Camacho & Liliana Sanchez
University of Southern California

This paper provides evidence for grammatical word order transfer in possessive constructions in the L2-Spanish of Quechua speakers. Standard Spanish (SS) has the order NP-GenitiveP; Southern Quechua (SQ), GenP-NP. The L2 Spanish of SQ speakers initially shows the SQ order and later, the SS order. We argue that the grammars of SS and SQ have a common Person Agreement projection inside DP, which has different properties in each language licensing different word orders.

Initially, the properties of PAgrP in SQ are transferred, licensing the corresponding word order. Later, evidence from the L2 allows the reinterpretation of the licensing properties of PAgrP, forcing a shift in word order.

SATURDAY MORNING: SESSION C   TERRACE LOUNGE

Saturday 9:30 AM   *Terrace Lounge*
The Neg-Criterion in Second Language Acquisition:
Evidence for a Dissociation Between Function and Syntax
Daniel Robertson, University of Edinburgh

The results of an acceptability judgement experiment indicate that German learners of English reject sentences such as "Never have I seen such a mess!," preferring instead the ungrammatical variant with no subject-auxiliary inversion "*Never I have seen such a mess!" This pattern of judgements persists until a very advanced stage of development. This rejection of negative inversion by intermediate learners appears to constitute a violation of the Neg-Criterion. In this paper we offer an account of this apparent anomaly by suggesting that the function of Operator movement (movement of a syntactic operator to a scope position) is dissociable from the syntax (Spec-Head agreement). In natural language grammars, the functional motivation for Operator movement has become grammaticalized by means of the Spec-Head relation as a result of the effect of diachronic constraints. In interlanguage grammars these diachronic

constraints do not apply and the result is that the contingent association between the function of Operator movement and its syntax can be broken.

The Acquisition of Negation Interpretation Rules

Dean Sharpe, Laurel Eakin, Marie-Helene Côté, Guy Lacroix,
& John Macnamara, McGill University

The negation of classical logic does not readily model the distinction between strong negation (e.g. hating supper) and weak negation (e.g. not loving supper), nor does it model apparent contradictions (e.g. answering "Did you like your supper" with "Yes or no"). La Palme Reyes, Macnamara, Reyes, and Zolfaghari (1994) propose a non-classical logic that models such negations by appealing to object structure (e.g., evaluating an object like supper depends on its structure: we may love carrots but hate potatoes). We describe experiments suggesting that children as young as three can use object structure both to distinguish strong and weak negations and to show some facility resolving apparent contradictions. Results argue against an exclusively classical model of natural language negation and suggest the relevance, as early as age three, of a non-classical model that can handle object structure.

On Children's Motivations for Symmetrical Interpretations of Quantified Sentences

Ken Drozd, Max Planck Institute

This paper reports the results of two Dutch experiments investigating the source(s) of children's well attested, non-adult-like symmetrical interpretation (SI) of universally quantified sentences (Philip 1995). The results suggest that children may apply the SI only when attempting to process inherently proportional quantification (Partee 1994). Experiment 1 results illustrate that Dutch children interpret sentences quantified with weak cardinal quantifiers (*twee* (two)) like adults, but impose SI on sentences with *iedere/every*, suggesting that children may have a problem specifically with either distributive and/or universal quantification, two meanings conflated in universal determiners like *iedere/every* (Partee 1994). Results of Experiment 2 indicate that Dutch children do not impose an SI on sentences with non-inherently proportional, definite plural/conjoined list subjects, e.g., *de meisjes/the girls*, in distributive contexts, suggesting that children turn to SI because they face a difficulty interpreting universality, perhaps in combination with distributivity, rather than distributivity alone.

B R E A K :   1 1 : 0 0 — 1 1 : 3 0

Physical Individuation as a Prerequisite for Symmetrical Interpretation

Irene Krämer, Max Planck Institute
Ursula Brinkmann, Free University
Ken Drozd, Max Planck Institute

An experiment investigating the Symmetrical Interpretation of quantified sentences (SI) e.g., *All the men are riding a pony* as *The men are riding the ponies*, tested the hypothesis that for SI to occur, the physical properties of object NP referents must be individuated, enabling the child to establish a mutually distributive relation between the referents of the object NP and the quantified subject NP. 33 Dutch and 28 German children were asked to judge whether sentences with universally quantified subjects and mass term objects were true of four 3-picture stories. Half of the stories have physically nonindividuated objects, the other half physically individuated ones. Significantly more subjects exhibited SI on the individuated than on the nonindividuated condition, supporting the hypothesis that the physical properties of the referents of the object NPs influence the occurence of SI.

Learning "home": The Acquisition of Inherent Binding

Ana T. Pérez-Lerouz, Pennsylvania State University
Thomas Roeper, University of Massachusetts at Amherst

This paper explores a new angle on the question of children's acquisition of variables: Do children have knowledge of a variable embedded inside a lexical item? Recent work on the morphology of nominals has shown that elements inside lexical items exhibit binding properties. Roeper (1993) has argued that lexical syntax reflects a precise interaction between absence of functional structure and argument control. DP is a binding domain for the possessor, while the possessor in the bare NP (as in (1)) receive inherent binding or argument control.

    (1) Mary said that Peter went home (Peter=possessor)

This paper presents a case study on the acquisition of the bare nominal construction with the word *home* (Jackendoff et al. (1992)). Our experimental findings indicate that children gave primarily bound variable responses in their interpretation of *home* (in (2)), and that their interpretation of the possessor obeyed locality (as in (3)):

    (2) Everybody went home

    (3) Everybody hoped the lion king would go home

        (local binding=lion king's)

L U N C H   B R E A K :   1 2 : 3 0 — 2 : 0 0

9:30 a.m. - 12:30 p.m.   Saturday Morning Sessions

First Language/Language Disabilities: Adult-Child Interaction   Room A
Chair: Tony Bashir, Children's Hospital

9:30   Mavis L. Donahue (Boston University): Prosody and Conversational Turn-
       Taking

10:00 Elissa L. Newport (University of California, San Diego) and Henry Gleitman
       (University of Pennsylvania): Maternal Self-Repetition and the Child's
       Acquisition of Language

10:30 William T. Stokes (Boston University): Children's Replies to Requests for
       Clarification: An Opportunity for Hypothesis Testing

11:00 Break

11:30 Audrey R. Stein: A Comparison of Mothers' and Fathers' Speech to Normal
       and Language-Deficient Children

12:00 Sarale E. Cohen & Leila Beckwith (U.C.L.A.): Receptive Language Development
       as Related to Caregiver-Child Interaction.

Reading   Room B
Chair: Steven Molinsky, Boston University

9:30   Ruth Pike (University of Toronto): Linguistic Development as a Limiting
       Factor in Learning to Read

10:00 William J. Kehoe (Nazareth College of Rochester): Linguistic Aspects of
       Word Recognition Difficulties of Adolescents

10:30 Break

11:00 Rosemarie F. Myerson (Harvard University): The Relation of Inner Knowledge
       of Selected Aspects of Sound Pattern of English to Various Aspects of
       Reading

11:30 James Flood (Boston University): The Influence of First Sentences on
       Reading Expectation Within Prose Paragraphs

12:00 Robert A. Gundlach & Rae A. Moses (Northwestern University): Developmental
       Issues in the Study of Children's Written Language

Second Language   Room C
Chair: Kenji Hakuta, Harvard University

9:30   Lyle Jenkins (Institut für Sprachwissenschaft, Vienna): Chomsky and
       Second Language Learning: The Extended Standard Theory

10:00 Ellen Rintell Azer (Boston University): Some Remarks on the Verbal Request
       in Second Language Acquisition

10:30 Olga K. Garnica (Ohio State University): Communicative Strategies in
       Second Language Learning: Discourse

11:00 Break

11:30 Wendy E. Redlinger (University of Arizona): Bilingual Language Development
       in Preschool Mexican-American Children

12:00 Don Loritz (Boston University): Tonal Interference in Chinese Perception
       of English Juncture

FRIDAY, November 3rd

All sessions in the George Sherman Union

	Session A Large Ballroom	Session B Conference Auditorium	Session C Terrace Lounge
9:00	ROHRBACHER, B.; VAINIKKA, A.; VARLOKOSTA, S.: Root Infinitives without Infinitives	BAUMAN, A.; GOODMAN, M.; JUSCZYK, P.: Infants' Sensitivity to Sound Similarities Within Words	SMYTH, R.; CHEUNG, S.: Pronoun Resolution Across Clauses: Acquisition for the Structure of the Coreference Processor
9:30	SCHÜTZE, C.; WEXLER, K.: English Root Infinitives do not License Nominative Subjects	DINNSEN, D.: The Manner Node Reconsidered	PHILIP, B.; COOPMANS, P.: The Role of Feature Specification in the Acquisition of Pronominal Anaphora in Dutch
10:00	SCHÖENENBERGER, M.: Verb Movement to C in Embedded Clauses in Early Swiss German	BARLOW, J.: The Development of On-Glides in American English	JAKUBOWICZ, C.; MUELLER, N.; KANG, O.; RIGAUT, C.; RIEMER,B.: On the Acquisition of the Pronominal System in French and German
10:30		B r e a k	
11:00	PHILLIPS, C.: Implications of Cross-linguistic Contrasts in 2-Year-Old Syntax	FERNALD, A.; McROBERTS, G.: Infants' Developing Sensitivity to Language-Typical Word Order Patterns	FULLER, J.: Language Acquisition Patterns and Structural Convergence: From Codeswitching to Language Change
11:30	GUASTI, M.; RIZZI, L.: Null AUX and the Acquisition of Residual V-2	SWINGLEY, D.; FERNALD, A.; McROBERTS, G; PINTO, J.: Prosody, Functors, and Word Recognition in Young Children	JACKSON, J; RAMOS, E; HALL, F.; COLES, D.; SEYMOUR, H.; DICKEY, M.; BRODERICK, K.; HOLLEBRANDSE, B.: They Be Taggin, Don't They?: The Acquisition of Invariant BE
12:00	GUILFOYLE, E.: The Acquisition of Irish and the Internal Structure of VP in Early Child Grammars	MICHNICK-GOLINKOFF, R.; ALIOTO, A.; HIRSH-PASEK, K.: Infants' Word Learning is Facilitated when Novel Words are Presented in Infant-Directed Speech and in either Sentence-Medial or Sentence-Final Position	ROBERTS, J.: Hitting a Moving Target: Acquisition of Sound Change in Progress by Philadelphia Children

Lunch Break: 12:30 — 2:00

2:00	GALE, E.; DE VILLIERS, P.; DE VILLIERS, J.; PYERS, J.: ASL and Theory of Mind in Deaf Children	HOUSTON, D.; JUSCZYK, P.; NEWSOME, M.: Infants' Strategies of Speech Segmentation: Clues from Weak/Strong Words	SNYDER, W.: The Acquisitional Role of the Syntax-Morphology Interface: Morphological Compounds and Syntactic Complex Predicates
2:30	ROSS, D.; NEWPORT, E.: The Development of Language from Non-Native Input	CHILDERS, J.; ECHOLS, C.: Infants' Use of Rhythmic Cues in Word-Level Segmentation	MCDANIEL, D.; MCKEE, C.: Children's Oblique Relatives
3:00	STROMSWOLD, K.: The Genetic Basis of Language Acquisition	BRENT, M.; CARTWRIGHT, T.: An Incremental Model of Word Discovery	BROIHIER, K.: Phonological Parameter Setting with the Triggering Learning Algorithm
3:30		B r e a k	
4:00	GROPEN, J.; BLASKOVICH, J.; DEDE, G.: "Come it closer": Causative Errors in Child Speech	JOHNSON, J.; SALIDIS, J.: The Shape of Early Words: A Prosodic Developmental Analysis	NEELEMAN, A.; WEERMAN, F.: Parameters in L1 and L2 Acquisition
4:30	BRINKMANN, U.: The Locative Alternation: Accounting for Its Acquisition without Reference to Innate Linking Rules	PATER, J.; PARADIS, J.: Truncation in Early Child Phonology: Alignment and Correspondence	JUFFS, A.: Parameters in the Lexicon, Language Variation, and Language Development
5:00	HOFF-GINSBERG, E.; KELLY, D.; BUHR, J.: Syntactic Bootstrapping by Children with Specific Language Impairment: Implications for a Theory of Specific Language Impairment	KEHOE, M.; STOEL-GAMMON, C.: Examination of Rhythmic Processes in English-Speaking Children's Word Productions	MONTRUL, S.; BRUHN-GARAVITO, J.: Verb Movement and Clitic Placement in French and Spanish as a Second Language

8:00 P.M. LARGE BALLROOM
KEYNOTE ADDRESS

LILA GLEITMAN, University of Pennsylvania

When Prophecy Fails: How Do We Discard Our Theories of Learning?

Sherry Reception to follow in the Small Ballroom

SATURDAY, November 5th

All sessions in the George Sherman Union

	Session A Grand Ballroom	Session B Conference Auditorium	Session C Terrace Lounge
9:30	PRASADA, S.: Quantification, Arbitrariness of Structure, and the Count-Mass Noun Distinction	MONTRUL, S.: The Second Language Acquisition of Dative Case: From Absolute L1 Influence to Optionality	ROBERTSON, D.: The Neg-Criterion in Second Language Acquisition: Evidence for a Dissociation between Function and Syntax
10:00	BURNS, T.; SOJA, N.: Syntax, Semantics, and NP-type Nouns: More Evidence for Semantic Theories of Acquisition	LU, Y.; TANG, G.: Null Subjects in the Acquisition of English by Chinese Learners	SHARPE, D.; EAKIN, L.; CÔTÉ, M.; LACROIX, G.; MACNAMARA, J.: The Acquisition of Negation Interpretation Rules
10:30	GOLDFIELD, B.; REZNICK, J.: Why Does Vocabulary Spurt?	MACLAUGHLIN, D.: Second Language Acquisition of English Reflexives: Is There Hope Beyond Transfer?	DROZD, K.: On Children's Motivations for Symmetrical Interpretations of Quantified Sentences
11:00		B r e a k	
11:30	LANDAU, B.; SHIPLEY, E.: Object Naming and Category Boundaries	EUBANK, L.; GRACE, S.: Where's the Mature Language? Where's the Native Language?	KRÄMER, I.; BRINKMANN, U.; DROZD, K.: Physical Individuation as a Prerequisite for Symmetrical Interpretation
12:00	BALABAN, M.; WAXMAN, S.: An Examination of the Factors Underlying the Facilitative Word Phrases on Object Categorization in 9-Month-Old Infants	CAMACHO, J.; SANCHEZ, L.: Evidence for L1 Word Order Transfer: The L2 Spanish of Quechua Speakers	PÉREZ-LEROUX, A.; ROEPER, T.: Learning "home": The Acquisition of Inherent Binding

Lunch Break: 12:30 — 2:00

Page 34

Time	Session 1	Session 2	Session 3
2:00	BORER, H.: Lexical Underdetermination and Functional Projections in Early Grammar	BOSTER, C.: Limited Sentence Generation Accounts for Early Subject Omissions	GNANADESIKAN, A.: Child Phonology in Optimality Theory: Ranking Markedness and Faithfulness Constraints
2:30	JOHNSON, K.; BATEMAN, S.; MOORE, D.; ROEPER, T.; DE VILLIERS, J.: On the Acquisition of Word Order in English NPs	VALIAN, V.; EISENBERG, Z.: The Development of Subjects in Portuguese and English	SCOTT, S.: Optimality Theory and Child Language: The Case of Consonant Harmony
3:00	B r e a k		
3:30	MARCUS, G.; PINKER, S.; LARKEY, L.: Do Over-regularizations Come From a Grammatical Reorganization?	HENRY, A.; TANGNEY, D.: Functional Categories in Child L2 Acquisition of Irish	SUNG, H.; PADILLA, A.: Bilingual Memory Representations in Korean-English and Spanish-English Bilinguals
4:00	VAN DER LELY, H.; ULLMAN, M.: The Computation and Representation of Past-Tense Morphology in Specifically Language Impaired and Normally Developing Children	GAVRUSEVA, L.; LARDIERE, D.: The Emergence of Extended Phrase Structure in Child L2 Acquisition	PARADIS, J.: Phonological Differentiation in a Bilingual Child: Hildegard Revisited
4:30	B r e a k		

5:00 P.M. Large Ballroom — Plenary Address

LYDIA WHITE, McGill University

The Tale of the Ugly Duckling (Or: The Coming of Age of Second Language Acquisition Research)

Sherry Reception to follow in the Small Ballroom

SUNDAY, November 6th

All sessions in the George Sherman Union

	Session A Large Ballroom	Session B Conference Auditorium	Session C Terrace Lounge
9:30	BOTTARI, P.; CIPRIANI, P.; CHILOSI, A.: Past Participle Agreement and Root Infinitives in Italian SLI Children	LE NORMAND, M.; DELFOSSE, M.; CRUNELLE, D.; VITTRANT, C.: Acquisition of Lexical and Non-Lexical Verbs in Premature Children	IMBENS-BAILEY, A.; PAN, B.: The Pragmatics of Self-Reference in the First Years of Life
10:00	FANTUZZI, C.: The Acquisition of Tense and Temporal Reference	FEINBERG, KATHRYN R.: Vocabulary Knowledge and Word-Retrieval Ability of Adolescents with Dyslexia: Effects of an Intervention Program	BUDWIG, N.; CHAUDHARY, N.: Caregivers' Input and Hindi-speaking Children's Language Development: Towards an Integration of Typological and Language Socialization Approaches
10:30	RICE, M.; WEXLER, K.: Tense Over Time: The Persistence of Optional Infinitives in English in Children with SLI	McGREGOR, K.; WAXMAN, S.: Multiple Level Naming Abilities of Children with Word-Finding Deficits	HELT, M.; FOSTER-COHEN, S.: A Relevance Theoretic Approach to Older Children's Use of Discourse Markers in Two Registers
11:00		B r e a k	
11:30	INGRAM, D.; LE NORMAND, M.: A Diary Study on the Acquisition of Middle French: A Preliminary Report on the Early Language Acquisition of Louis XIII	WOLL, B.; GROVE, N.: On Language Deficits and Modality in Children with Down Syndrome: A Case Study	BAMBERG, M.: Perspective and Agency in the Construal of Narrative Events
12:00	HAEGEMAN, L.: Root Infinitives and Root Null Subjects in Early Dutch	NICOLADIS, E.: How do Bilingual Children Compensate for Dominance: Verbally or Non-Verbally?	SHIRO, M.: Venezuelan Preliterate Children's Narrative Development
12:30	TORRENS, V.; WEXLER, K.: Clitic Doubling in Early Spanish	IVERSON, J.; GOLDIN-MEADOW, S.: What's Communication Got to Do with It? Gesture in Congenitally Blind Children	ZURER-PEARSON, B.; UMBEL, V.: The Relationship between Narrative and Linguistic Skills in English and Spanish among Hispanic School Children in Miami
1:00			

Lunch Break: 1:00 — 2:30

2:30	MIYAMOTO, Y.; YAMANE, M.: L2 Rigidity Effects	MANHARDT, J.; HANSEN, I.; RESCORLA, L.: Narrative Competency Outcomes of Specific Expressive Language Impairment (SLI-E) at Ages Six, Seven, and Eight	GOODLUCK, H.; TERZI, A.: Controlled PRO and the Acquisition of Greek
3:00	BHATIA, T.; RITCHIE, W.: Universal Grammar, Codeswitching, and Dummy Verbs	HEMPHILL, L.; CAMP, L.; CHANG, C.; HOROWITZ, S.; KASUYA, H.; OVADIA, R.; WINNER, K.; MELZI, G.: Narrative Abilities in Children with Early Corrective Heart Surgery	KEIL, F.; YAMAMOTO, K.: The Acquisition of Japanese Numeral Classifiers
3:30	SAWYER, M.: L1 and L2 Sensitivity to Semantic Constraints on Argument Structure	VAN DER LELY, H.: Empirical Evidence for the Modularity of Language from Grammatical SLI Children	LAKSHMANAN, U.; OZEKI, M.: The Case of the Missing Particle: Objective Case Assignment and Scrambling in the Early Grammar of Japanese

Saturday 2:00 PM   *Large Ballroom*

Functional Projections and Lexical Underdetermination in the Early Grammar

Hagit Borer, University of Massachusetts, Amherst

The purpose of this paper is to argue that contrary to many commonly held beliefs, there is a well-defined stage in the early grammar in which children have a full functional structure, but a limited access to lexical entries. The argumentation is based on inflectional morphology, on the one hand, and on argument-structure changing morphology on the other hand.

Reviewing the acquisition of plural markers in Modern Hebrew, it is argued that children pass through a stage in which they project Number agreement as a distinct functional projection, failing to morphologically attach it to the stem N altogether and failing to avail themselves of lexical information concerning plural nouns.

Based on errors made in the acquisition of argument-structure changing morphology in Modern Hebrew, it is argued that children pass through a stage in which they project correctly the functional structure of argument structure resulting in appropriate syntax, accompanied with a generalized, underdetermined lexical entry in which the pairing of morphological forms with particular argument-structure configurations is not available (i.e., *'axal* "eat" and its derived causative *he'exil'* feed" share a lexical entry which is underdetermined with respect to the arguments projected).

Saturday 2:30 PM   *Large Ballroom*

On the Acquisition of Word Order in English NPs

Kyle Johnson, UMass-Amherst, Sarah Bateman, Smith College
Deanna Moore & Tom Roeper, UMass-Amherst
Jill de Villiers, Smith College

We adopt a rule that moves nouns past prenominal adjectives and possessors in Romance languages deriving e.g. the Italian *la lettera di Gianni* (the letter of John). The underlying order of constituents is then (1), with noun movement producing the varied orders in North German (2) and Romance (3) languages.

    (1) [Determiner [[Adjective [[Possessor [NP Noun]]]]]

    (2) [Determiner [[Adjective [Noun$_1$ [Possessor [NP t$_1$]]]]]]

    (3) [Determiner [Noun$_1$ [Adjective [t$_1$ [Possessor [NP t$_1$]]]]]]

The English word-order is derived by moving the Possessor into the Determiner position, yielding

    (4): [Possessor$_1$ [[Adjective [[t$_1$ [NP Noun]]]]]

We present evidence from several studies that English children go through a stage in which they regard movement of the Possessor as optional. Fourteen children aged 4—5 years were given stories which allowed both a possessive reading and a substance reading for a crucial question e.g. "show me the bowl of Crystal," and they chose pictures compatible with the possessive reading 60% of the time. We will explore alternative accounts of how possessor movement becomes obligatory.

Saturday 3:30 PM   *Large Ballroom*

Do Overregularizations Come from a Grammatical Reorganization?

Gary Marcus, UMass-Amherst
Steven Pinker, MIT, & Leah Larkey

Overregularizations ("breaked") have traditionally been attributed to a grammatical reorganization. But Marcus et al. (1992) proposed a model in which children's grammars are organized just like adults', always giving precedence to irregular forms ("broke"). Memory for irregulars is fallible; whenever it fails, a default rule steps in, adds "-ed", and produces an overregularization.

Daily parental checklists confirm two key predictions. First, because irregulars always block the rule, correct forms do not diminish when overregularization starts; instead, overregularizations replace only previously unmarked retrieval failures ("break"). Second, the onset of overregularization coincides with the child's consistent use of "-ed" with regular verbs.

Saturday 4:00 PM   *Large Ballroom*

The Computation and Representation of Past-Tense Morphology in Specifically Language Impaired and Normally Developing Children

Heather K. J. van der Lely & Michael Ullman,
Birkbeck College, University of London & MIT

The representation of past tense morphology in 12 Grammatical SLI children (aged 9:4—12:10) and 36 normally developing, language ability (LA) matched control children (aged 5:5—8:9) was investigated using: 1) an elicitation production task, 2) a grammaticality judgment task, and 3) a narrative task. In tasks 1 & 2, the children produced or judged 60 verb forms in a past-tense sentence context for regular, irregular, nonce regular (plam-plammed) and nonce irregular (strink-strank) verbs forms. The results from the three sets of data converged. The LA control groups showed a consistent and significant advantage or preference for regular rather than irregular past tense marking on real regular and nonce verbs. The SLI children showed a significantly different use of past tense marking for real and nonce verbs. Differential effects of verb frequency were found for the groups. The findings indicate that the SLI children have a syntactic deficit for marking tense and that their morphological representation of the past tense verbs is qualitatively different from normally developing children. The implications for single vs. dual mechanism accounts and the role of syntax in accounting for the data will be discussed.

Saturday 2:00 PM   *Conference Auditorium*

Limited Sentence Generation Accounts for
Early Subject Omissions

Carole T. Boster, University of Connecticut

It is widely known that children beginning to speak English omit subjects more often than objects. A sentence-generation model is presented that accounts for this phenomenon as a processing effect. In the model's syntactic component, phrasal units are generated from the bottom up. Verbs combine with complements (objects) before specifiers (subjects), so when processing capacity is limited, subjects may be dropped. The model accounts for the higher incidence of missing subjects with transitive than intransitive verbs, and other early argument-omission patterns. Crosslinguistic patterns can be accounted for as the combined effect of limited processing capacity and early, accurate parameter setting.

Saturday 2:30 PM   *Conference Auditorium*

The Development of Subjects in Portuguese and English

Virginia Valian & Zena Eisenberg
Hunter College - CUNY

We examined the spontaneous speech of twenty monolingual Portuguese-speaking two-year-olds. The children increased their use of subjects from 28% in the lowest-MLUW group to 57% in the highest-MLUW group. When compared to English-speaking children, Portuguese-speaking children use subjects much less, but show a similar course of development. For both groups the increase in subjects is primarily due to an increase in pronominal subjects: missing subjects and pronouns trade off in development. The cross-linguistic comparisons show that three phenomena must be accounted for: 1) the high rate of subject use among young English-speaking children in contrast to the low rate among otherwise comparable children learning Romance or Asian null subject languages; 2) the cross-linguistic increase in use of subjects; 3) the apparent restriction of the increase to pronominal subjects. We propose that all children initially violate the Extended Projection Principle because of performance limitations, and that the trade-off has a pragmatic rather than syntactic basis.

B R E A K :   3 : 0 0 — 3 : 3 0

Functional Categories in Child L2 Acquisition of Irish

Alison Henry & Denise Tangney
University of Ulster at Jordanstown

A number of recent approaches to acquisition propose maturational stages at which children do not have adult-like use of functional categories, for example Radford's (1989) proposal that there is a pre-functional stage, and Wexler's (1994) proposal of an optional infinitive stage.

If these are stages in brain maturation, rather than stages which occur because of the nature of the language acquisition task itself, then we would expect them to be absent from early child second language acquisition where the children in question had passed this stage in their L1 acquisition.

This paper discusses the acquisition of Irish by L1 English children aged 3;5 to 6;5 acquiring the language in immersion settings. It argues that the children show no evidence of a prefunctional or optional infinitive stage, and from the onset of multi-word utterances show a range of functional elements and evidence of movement to functional heads, in particular the movement of the verb to initial position in this VSO language. However, there is evidence that the children do not acquire some functional elements, and we argue that this can be linked to the lack of an optional infinitive stage.

The Emergence of Extended Phrase Structure in Child L2 Acquisition

Lena Gavruseva & Donna Lardiere
Georgetown University

Recent second language acquisition research has focused on whether the learner's initial representation of the L2 includes knowledge of functional projections. We present data showing that such projections (IP and CP) apparently co-emerge along with Bare VP structures in child L2A. This contrasts with accounts arguing for a weak continuity or "Minimal Trees" (MT) initial state in L2A (e.g. Vainikka & Young-Scholten, 1994), in which only lexical categories are available. Our data come from an 8-year-old Russian child acquiring English in a naturalistic setting. In addition to utterances from the earliest transcripts which could be analyzed as lexical VP structures under the MT hypothesis, we also find utterances such as:

(a) we not play last time
(b) Ashley not play after school
(c) look what she doing

These data suggest the presence of both IP and CP projections despite the absence of auxiliaries, modals and verbal inflection thought to be required under the MT hypothesis to trigger the acquisition of these projections. The co-extensive overlap of VP, IP and CP clauses in the earliest data lead us to question whether the emergence of extended projections can be characterized in terms of stage-like development.

Child Phonology in Optimality Theory:
Ranking Markedness and Faithfulness Constraints

Amalia Gnanadesikan
UMass-Amherst & Rutgers University

This paper argues that Optimality Theory provides the correct model of child phonology. In Optimality Theory (OT) there exists a set of universal constraints which each adult language ranks differently. I claim that the constraints are innate and hence operative in child phonology. Initially constraints against markedness outrank constraints demanding faithfulness of the surface form to the underlying form. As acquisition progresses the appropriate faithfulness constraints are promoted to approximate the adult ranking and allow more marked surface forms.

I analyze the processes affecting syllable onsets in a child's phonology, demonstrating that they are best captured in an OT framework. I show that the child has many markedness constraints still highly ranked. Some markedness constraints are dominated and hence usually obscured, but still play a crucial role in some cases. This phenomenon, called the emergence of the unmarked, provides strong evidence for OT as a model of child phonology.

Optimality Theory and Child Language:
The Case of Consonant Harmony

Susan Diane Scott, University of Delaware

This paper investigates a common phenomenon of child phonology, consonant harmony, in the Optimality Theory (OT) framework, which proposes that the proper phonological output forms of a language are determined by a set of ranked well-formedness constraints. The specific case studied is the Place of Articulation consonant harmony observed in the early productions of a two-year-old child. In the speech of this child, Coronal consonants generally always assimilate to following and preceding Dorsals, and sometimes to following Labials. A ranked set of constraints is proposed which accounts for the data, specifically, *INSERTFEAT >> FILLPLACE >> *SPREADFEAT >> PARSEFEAT. These constraints mark candidates that possess non-underlying features, empty Place nodes, multiply-linked features, and unparsed features, respectively. The paper concludes with a discussion of the problematic data and of the strengths and weaknesses of the OT approach when applied to the study of child phonology.

Bilingual Memory Representation in Korean-English and Spanish-English Bilinguals

Hyekyung Sung & Amado M. Padilla
Stanford University

This study examined memory representation in bilinguals across varying degrees of proficiency and with two different language combination groups. The bilingual dual coding model (Paivio, 1986) was tested by means of an incidental recall task. Findings supported the bilingual dual coding model, showing significantly better recall of stimulus items when both verbal and nonverbal (imagery) systems were activated, or when both language systems were activated. These findings were consistent in both Korean-English and Spanish-English bilinguals and also in both balanced and unbalanced bilinguals. Thus the dual coding theory remains the most parsimonious explanation of bilingual memory representation regardless of the degree of bilingual proficiency and language combinations.

Phonological Differentiation in a Bilingual Child: Hildegard Revisited

Johanne Paradis, McGill University

The view that bilingual children possess a unitary linguistic system until three years of age has been challenged by evidence from syntactic development which demonstrates that two year old bilinguals have differentiated linguistic representations; however, at what time before two years of age bilingual children's languages differentiate is still unresolved. Drawing from recent research on the development of prosodic structure, the present study reanalysed data from the German-English bilingual subject of Leopold (1949/71), Hildegard. Quantitative and qualitative analyses revealed that from 1;6 to 2;0, Hildegard a) acquired coda consonants in monosyllabic words more rapidly in German than in English; b) passed through a stage where virtually all bimoraic words were CVCV in English, but not in German; c) had reduplication and partial reduplication in English, but not in German. These results indicate that Hildegard's prosodic development followed separate paths in English and German, and are consistent with the hypothesis that she had two differentiated languages from at least one and a half years of age.

LYDIA WHITE

McGill University

THE TALE OF THE UGLY DUCKLING
(OR: THE COMING OF AGE
OF SECOND LANGUAGE ACQUISITION RESEARCH)

Reception to follow in Small Ballroom

Twenty years ago...

Saturday, October 2nd, 1976

Saturday Morning Sessions

	Room A Bashir	Room B	Room C Hakuta
9:30	Donahue	Pike	Jenkins
10:00	Newport & H. Gleitman	Kehoe	Azer
10:30	Stokes	BREAK	Garnica
11:00	BREAK	Myerson	BREAK
11:30	Stein	Flood	Redlinger
12:00	Cohen & Beckwith	Gundlach & Moses	Lorltz

Saturday Afternoon Sessions

	Room A Chomsky	Room B Blumstein	Room C Zurif
2:00	Vallan, Caplan, & de Sciora	Gallagher & Craig	Pierce & Bartolucci
2:30	Branigan	Gruendel	Meyer Voeltz
3:00	BREAK	Newport & Ashbrook	BREAK
3:30	Maratsos & Lederberg	BREAK	Salus
4:00	Koeper	MacWhinney & Bates	Prutting, Goldstein, & Bagshaw
4:30	Green, Conant, & C. Feldman	Farwell	Kean

2:00 - 5:00 p.m.   Saturday Afternoon Sessions

First Language   Room A
Chair: Carol Chomsky, Harvard University

2:00 Virginia Valian, Janet Caplan, & Ann Marie de Sciora (C.U.N.Y. Graduate
      Center): Children's Use of Abstract Linguistic Knowledge in an
      Everyday Speech Situation

2:30 George Branigan (Boston University): Organizational Constraints During the
      One Word Period

3:00 Break

3:30 Michael P. Maratsos & Amy Lederberg (University of Minnesota Institute of
      Child Development): The M.D.P. Revisited Again

4:00 Thomas Roeper (University of Massachusetts/Amherst): The Strategy for
      Discovering Missing Subjects

4:30 Michael G. Green & Susan Conant (Harvard University) and Carol Feldman
      (University of Houston): Children's Comprehension of Speaker Uncertainty

---

First Language   Room B
Chair: Sheila Blumstein, Brown University

2:00 Tanya M. Gallagher & Holly K. Craig (University of Michigan): The Structural
      Characteristics of Monologues in the Speech of Young Children

2:30 Janice M. Gruendel (Yale University): Concepts, Categories, and Early Word
      Use: Overextension Reconsidered

3:00 Elissa L. Newport & Elizabeth Ashbrook (University of California, San Diego):
      The Emergence of Semantic Relations in American Sign Language

3:30 Break

4:00 Brian MacWhinney (University of Denver) & Elizabeth Bates (University of
      Colorado): A Cross-Cultural Study of Discourse Patterns in Child Speech

4:30 Carol B. Farwell (Stanford University): The Early Expression of Motion and
      Location

Language Disabilities   Room C
Edgar Zurif, Boston Veterans' Administration Hospital

2:00 Sandra J. Pierce & Giampiero Bartolucci (McMaster University Medical Center):
      A Syntactic Investigation of Verbal Autistic, Mentally Retarded, and
      Normal Subjects

2:30 Luanna Meyer Voeltz (University of Hawaii): Rule Mediation and Echolalia in
      Autistic Children: The Syntactic Evidence

3:00 Break

3:30 Peter H. Salus (Scarborough College, University of Toronto): The Universality
      of Acquisitional Phonology

4:00 Carol A. Prutting, Howard Goldstein, & Nancy Bagshaw (University of California,
      Santa Barbara): Clinician-Child Discourse

4:30 Mary-Louise Kean (M.I.T.): On the Plasticity of Linguistic Function

---

5:00 Organizational Meeting, New England Child Language   Room C
      Association
             Lise Menn, Temporary Chair

Page 45

Sunday 9:30 AM   *Large Ballroom*

Past Participle Agreement and Root Infinitives in Italian Children

Piero Bottari, Paola Cipriani, Anna Maria Chilosi
IRCCS Stella Maris- INPE University of Pisa (Italy)

In current research on acquisition of Italian two facts have been observed which open interesting questions for language acquisition in general. The first fact concerns a somewhat anomalous agreement of the past participle with an object in "passato prossimo" (=present perfect) constructions where no clitic is present. Two competing hypotheses have been proposed for this phenomenon: one regards it as the outcome of a non-parametrically consistent rule, the other one, consistent with the so-called "strong continuity hypothesis" regards it as a parametrically consistent phenomenon by simply postulating the presence of a phonetically silent clitic. The second fact concerns the very rare occurrence of root infinitives in Italian child language. Interestingly enough a contrasting situation obtains in the case of Italian SLI children. Apparently anomalous instances of past participle agreement and occurrences of root infinitives rather significantly characterize the language productions of these children. The natural question these facts raise is what do SLI children lack in order to infer such wrong rules? Our suggestion is that both phenomena can be given an interpretation in terms of limited access to some syntactic properties of the relevant input data.

Sunday 10:00 AM   *Large Ballroom*

The Acquisition of Tense and Temporal Reference

Cheryl Fantuzzi, UCLA

This study investigates an English-speaking child's acquisition of tense in terms of referential theories of tense proposed by Hornstein (1990), Smith (1978), Enç (1987) and others. In this framework, tense is defined as a composite relation ordering event time with respect to reference time, and reference time with respect to speech time. It is suggested that as long as tense morphemes perform a purely deictic function, establishing the relation of the event to speech time, their use in the child's grammar may be optional; obligatory use follows from the establishment of a third reference point and the construction of more complex tense structures.

Tense over Time: The Persistence of Optional Infinitives in English in Children with SLI

Mabel Rice, University of Kansas & Kenneth Wexler, MIT

An Optional Infinitive (OI) period has been identified in typically developing children, and an Extended Optional Infinitive (EOI) period in children with specific language impairment (SLI). This paper reports on longitudinal observations of children with SLI (N = 20) and normative control groups (N = 42), which track the use of a set of English tense markers (i.e., -s third person singular, past tense, BE copula and auxiliary, and DO auxiliary) over the age period of 3 to 6 years. The findings show that the SLI children are far behind their peers in their acquisition of these morphemes, even at kindergarten age. Control children in the 3-4 year age range show an accelerated rate of change, although they are not yet at adult grammatical levels. Implications for theoretical accounts of variation in language acquisition will be discussed.

B R E A K :   1 1 : 0 0 — 1 1 : 3 0

A Diary Study on the Aquisition of Middle French: A Preliminary Report on the Early Language Acquisition of Louis XIII

David Ingram, The University of British Columbia
Marie-Therese Le Normand
Neuropsychological Children's Clinic, Saltpêtrière Hôpital

Early French was markedly different from Modern French. Among its properties are that it was pro drop, allowed the inversion of verbs and lexical subjects in questions, and had V2 word order. All of these properties have been lost in Modern French. The process of how these changes took place in Middle French have been speculated upon in Clark & Roberts (1993), but no language acquisition data have been brought to bear upon them.

The possibility for examining questions such as these ones, as well as others, has arisen with the recent discovery of a diary on the language acquisition of Louis XIII (1601-43). Louis' physician kept a daily diary on his development from his birth in 1601 until the physician's death in 1628. This paper is a preliminary report on the diary, focussing on the entries for the first four years of Louis' life. The central focus will be descriptive, i.e. presenting information on the general characteristics of the diary data. In addition, some preliminary analyses will be presented on the nature of Louis' language in relation to the properties of French which were under change in Middle French.

Root Infinitives and Root Null Subjects in Early Dutch
Liliane Haegeman, University of Geneva

This paper examines the initial null subject in finite root clauses in early Dutch. In order to account for the parallel development of root null subjects and root infinitives it is proposed that finite sentences with root null subjects in early Dutch are truncated structures where the highest projection of the CP domain is missing (cf. Rizzi 1994). Generalizing Rizzi's account for early null subjects in English and French it is proposed that the null subject in early Dutch is a null constant licensed in the specifier of the root.

The analysis is based on an asymmetric account of the V2 phenomenon. Additional arguments for an asymmetric account of the V2 phenomenon will be provided.

Clitic Doubling in Early Spanish
Vicenç Torrens and Kenneth Wexler, MIT

The purpose of this talk is to give evidence that shows that very young children know central aspects of clitic-doubling in Standard Spanish. The lack of acquisitional evidence concerning clitic-doubling has led to speculations that clitic-doubling is a very late phenomenon. Thus the purported lack of knowledge of clitic-doubling has led Fox, Crain and Grodzinsky (1994 ms.) to suggest that late developing passives with by-phrases in English are late because the by-phrase analysis crucially depends on clitic-doubling, which is not known. We analyze the transcripts of Maria, a Spanish-speaking girl, from 1;10 to 3;11 (Lopez Ornat 1994). The main point is that the child has essentially perfect clitic-doubling from a very young age.

SUNDAY MORNING: SESSION B   CONFERENCE AUDITORIUM

Acquisition of Lexical and Non Lexical Verbs in Premature Children
M.-T. Le Normand, M.J. Delfosse, D. Crunelle & C. Vittrant
Hôpital de la Salpêtrière

This study examined the acquisition of verbs in 52 premature children born between 28-34 weeks gestation with a birthweight (less than or equal to) 2180 grams (Mean=1419 gms, SD=337.2; Range=960-2180) and in 52 age-matched

children at age 3:6 and 5:0. Premature children were discharged from intensive care in a Neonatal Unit at LILLE (France). Systematic analysis of verb processing was carried out in a free play situation (Le Normand, 1986, 1991). The Key Word and Line (KWAL) program from the Childes System (McWhinney & Snow, 1985) was used to search for the entries containing verb phrase including lexical and non lexical verbs. Results indicated that the verb processing constituted a particularly challenging linguistic task for the premature subjects, especially at age 5. Multiple regression analyses also indicated that a social factor was significant at age 3 years 6 months whereas both gestational age and the social factor became significant at age 5.

It is postulated that langauge delay observed in the verb processing of premature children at age 5 does reflect an asynchrony among the mechanisms responsible for acquiring grammatical wordclasses, especially of modals and auxiliary verbs. Lexical verbs seems to proceed independently of non lexical verbs. Neurodevelopmental arguments taking account for both maturation and experience risk factors are discussed.

Vocabulary Knowledge and Word-Retrieval Ability of Adolescents with Dyslexia: Effects on an Intervention Program

Kathryn R. Feinberg, Tufts University

The main objective of this study was to investigate the effects of the Rate, Accuracy, Vocabulary Elaboration (RAVE) intervention program for dyslexic adolescents. The word-finding ability of 32 adolescents with dyslexia was analyzed using German's Picture Naming Test, a vocabulary definition test, a picture prompted story generation task, and the Stanford Achievement Test of Reading Comprehension. The subjects involved in the study were assessed for word-retrieval difficulties based on their scores on a battery of cognitive and linguistic tests. The subjects were divided into four comparison groups: 1) students with retrieval problems and training, 2) students with retrieval problems and no training, 3) students without retrieval problems and training, and 4) students without retrieval problems and no training. The results show that for those students receiving intervention, the quality of semantic representations for specific target words did improve. A significant relationship was also found between subjects receiving training and grade equivalency scores for reading comprehension.

Multiple Level Naming Abilities of Children with Word-Finding Deficits

Karla K. McGregor & Sandra R. Waxman
Northwestern University

Twelve children with specific-language-impairment (SLI) characterized by word-finding deficits and 12 normally developing (ND) age matches participated in a task designed to probe production of subordinate, basic, and superordinate labels (Waxman & Hatch, 1992). Both groups labeled objects at more than one hierarchical level. However, the SLI children were less likely to produce subordinate labels than were ND children. Also, the patterns of subordinate-level naming differed between groups: SLI children were more successful in subordinate labeling when presented with modifier + noun models (sunflower) than with simple-noun models (dandelion). The ND children were equally successful with either model. SLI children benefited from the morphological transparency of M+N phrasal construction that (a) cued them to the level of specificity required and/or (b) allowed them a strategy for naming without obligating retrieval of a specific simple lexeme. These findings are consistent with the theory that word-finding deficits are related to poorly elaborated lexical storage.

BREAK: 11:00 — 11:30

On Language Deficits and Modality in Children with Down Syndrome: A Case Study

Bencie Woll, City University, London
Nicola Grove, University of London

Data are reported from a case study of hearing 10-year old identical twin girls with mosaic Down Syndrome (DS), who are the daughters of Deaf parents. They have been exposed to both British Sign Language (BSL) and English since infancy, and are functionally bi-lingual, using BSL at home with their parents and English in their mainstreamed school. We will report on comparisons of their gesturing, BSL and English, based on test data and spontaneous interaction. As native signers and speakers, they provide unique data for testing the hypothesis that the language impairments of children with DS are modality-specific. Preliminary findings indicate that while they show good gestural and spatial skills, they have limited grammatical development in both English and BSL. This counters the hypothesis above, and provides supporting evidence for the existence of separate cognitive organisation for gesture and language, even where the language is visuo-spatial.

How Do Bilingual Children Compensate for Dominance: Verbally or Non-Verbally?

Elena Nicoladis, McGill University

Bilingual children are almost always more proficient in one of their languages. This study addressed the question: in bilingual families using a one-person—one-language rule, how do children compensate for their dominance when addressing the parent who uses their non-dominant language? Two possibilities were examined in three French-English bilingual children observed longitudinally between the ages of two and three and a half. One possible compensatory strategy is that children might gesture more when addressing their parent who uses their non-dominant language. Alternatively, they might code-mix, or use their dominant language, more often.

What's Communication Got To Do with It? Gesture in Congenitally Blind Children

Jana M. Iverson & Susan Goldin-Meadow
The University of Chicago

It is widely accepted that gesture can serve a communicative function. This study asks whether speakers gesture even if they are unlikely to be aware of the communicative value of those gestures. This question is best explored in congenitally blind individuals who have never seen gesture and thus have no first-hand experience of the ways in which gesture can enhance a spoken utterance. Four congenitally blind children were tested in three discourse situations and compared to groups of sighted and blindfolded sighted children. The blind children did indeed gesture, although not in all of the contexts in which the sighted did. Moreover, the blind children's gestures resembled those of the sighted children in both form and content. Thus, the blind children produced gesture despite their lack of experience with gesture's communicative function, suggesting that gesture may serve a function for the speaker independent of an impact on the listener.

The Pragmatics of Self-Reference in the First Years of Life

Alison Imbens-Bailey, Arizona State University & Harvard University
Barbara Alexander Pan, Harvard University

During the first years of life, children come to understand and talk about a self separate from others. This study examined self-reference and communicative intents expressed by child-parent dyads at 14, 20 and 32 months. Children's early explicit reference to self tended to take the form of I rather than me/my/mine, and was used primarily in expressing demands, stating intents, and describing their own ongoing activity. Despite age-related increases in pronominal forms and intents, a small set of intents provided the context for most self-reference pronouns. Limited influence of parental pronoun usage was observed.

Caregivers' Input and Hindi-Speaking Children's Language Development: Towards an Integration of Typological and Language Socialization Approaches

Nancy Budwig, Clark University
Nandita Chaudhary, Lady Irwin College, University of Delhi

Most work on input has focused on middle class English-speaking caregivers and their children. Recent attempts to overcome this gap stem from two distinct research traditions: a) cross-linguistic research which focuses on typological variation (see for instance, Berman & Slobin, 1994; Bowerman, 1985); and b) cross-cultural research which examines the role of language socialization (see Berko Gleason, in press; Schieffelin & Ochs, 1986). In this talk we look jointly at these two approaches with the aim of better understanding their separate and joint implications. We highlight some problems with both approaches which have tended to covary typology and cultural setting simultaneously. Drawing upon our work examining within-language variation in 25 Hindi-speaking caregivers' input, we review findings concerning the caregivers' uses of person referring devices. We highlight: 1) typological aspects of such usage, 2) discursive contexts in which such devices appear, and 3) within-language variation in the input children received. The discussion focuses on implications for typological and socialization research, as well as the impact of within-language variation on the language systems children construct.

A Relevance Theoretic Approach to Older Children's Use of Discourse Markers in Two Registers

Marie Helt & Susan Foster-Cohen,
Northern Arizona University

Using a corpus of fifth-graders' spontaneous conversation and narratives, our study investigated older children's choice among the discourse markers "like," "about," "sort of" and "kind of," all of which have been identified in the literature as "hedges." Computer analyses, including a variable rule program, revealed the structural and register factors influencing children's choice of discourse marker. Significant factors appear to include the types of structures over which each discourse marker has scope. We argue that the procedural/conceptual meaning distinction proposed under Relevance Theory (Sperber & Wilson, 1986, 1993) allows for a unifying explanation of the children's patterns of lexical choice.

B R E A K : 1 1 : 0 0 — 1 1 : 3 0

Perspective and Agency in the Construal of "Narrative Events"

Michael Bamberg
Clark University & Massey University, New Zealand

Narrators delineate events and order them along a horizontal (temporal/cohesive) and vertical (thematic/coherent) axis. Within this process of Event Construal children learn to differentiate between three different PERSPECTIVES, a cause view, a become view, and a state view (see Berman & Slobin, 1994). In addition, events can be characterized along a continuum from low to high AGENCY (see Hopper & Thompson, 1980). I will present data from American-English-speaking children between 5- and 12-years of age, narrating "emotion experiences" from different perspectives: (i) from the perspective of self as experiencer/undergoer, and (ii) from the perspective of self as causer (=where someone else experiences the emotion). The narrative responses were coded along the parameters of PERSPECTIVE and AGENCY, and document how children gradually learn to impose patterns that are culturally appropriate. The discussion will focus on the productions of preschoolers which deviate from how older children construe the—supposedly—same events.

Venezuelan Preliterate Children's Narrative Development
Martha Shiro, Harvard University & Universidad Central de Venezuala

In this paper, Venezuelan children's narrative development is analyzed from a multidimensional perspective: ideational, interpersonal and textual. The focus of the study is to detect variation across age and social class in oral narratives of personal experience. The data was collected in interviews with 36 Venezualan preschoolers belonging to three age groups (4, 5, and 6 year-olds) and two social classes (low SES and high SES). Results indicate that the more marked developmental changes occur on the interpersonal dimension (in evaluation), and on the texutal dimension (in cohesion). The most observable social differences are in the interpersonal dimension (in evaluation). The findings of this research can have methodological implications as well as an impact on educational practices, particularly in the area of literacy development.

The Relationship between Narrative and Linguistic Skills in English and Spanish among Hispanic Schoolchildren in Miami
Barbara Zurer-Pearson & Vivian M. Umbel
University of Miami

This paper explores the relationship between language knowledge and narrative ability in English and Spanish for subgroups of Hispanic-background schoolchildren in Miami. For the analyses reported here, 7 comparisons were made between 7 groups of 6 children each, differing by one only factor of a 2x2x2x2 factorial design consisting of language(s) of the home, language(s) of the school, SES, and grade, (2nd or 5th). The children narrated the wordless picture book Frog Where Are You? in Spanish and English according to the protocol proposed by Berman & Slobin (1994). Separate scores for story adequacy and language richness were derived from the transcripts. Story scores as well as a "complex syntax" subscore were seen to vary less across languages than the vocabulary and morphological accuracy subscores of the language measure, indicating perhaps a greater degree of interdependence across languages for those elements of the children's narrative performance.

L U N C H   B R E A K :   1 : 0 0 — 2 : 3 0

Sunday 2:30 PM   *Large Ballroom*

L2 Rigidity Effects

Yoichi Miyamoto, Ohio University
Maki Yamane, University of Connecticut

This paper reports the findings of an experiment investigating ESL learners' (L1: Japanese) knowledge of the Scope Principle (May 1985, Aoun and Li 1989, 1993). In a Truth Value Judgment Task (Crain and McKee 1985), the ESL learners judged sentences like (1) ambiguous between collective and distributive interpretations and one like (2) unambiguous.

    (1) I know who everyone met. John and Mary.
    (2) I know who met everyone. John and Mary.

A possibility of the L1 transfer is slim, because quantifiers and WH-phrases in Japanese behave differently from those in English w.r.t. scope interactions (e.g., Kuroda 1970, Hoji 1985). It is also implausible that all the ESL learners have learned in class about the (un)ambiguity of these examples. Considering these, we conclude that the ESL learners' judgment indicates that the Scope Principle is operative in SLA. This implies that WH-questions are formed by movement in SLA.

    This study supports the claim that UG is operative in SLA.

Sunday 3:00 PM   *Large Ballroom*

Univeral Grammar, Codeswitching, and Dummy Verbs

Tej K. Bhatia & William C. Ritchie, Syracuse University

Two distinct approaches have been taken to the explanation of morphosyntactic constraints on intrasentential code-switching (CS): (1) the grammar-based (G-) approach (e.g., Belazi, Rubin, and Toribio 1994) and (2) the production-based (P-) approach (e.g., Meyers-Scotton, 1993; Azuma 1993). Under the G-approach, conditions on CS are sought in Universal Grammar. The P-approach takes the position that conditions on CS are imposed by the process of speech production with the grammars of the two languages involved playing a relatively minor role.

    Consider data from monolingual Hindi (1) and Hindi-*English* CS (2):

    (1) a. [IP merii patnii [VP saaRii chun] -egii].
             my wife Saree Choose-Fut.3.SG   'My wife will choose a Saree."
       b. * [merii patnii [saaRii shun -na] <u>kar</u>-egii].
             my wife Saree choose-INF do-FUT.3.SG "My wife will choose a Saree."
    (2) a. *[merii patnii [saaRii *choose*] -egii].
             my wif Saree choose -FUT.3.SG   "My wife will choose a Saree."
       b. [merii patnii [saaRii *choose*] <u>kar</u>-egii].
             my wife Saree choose do-FUT.3.SG "My wife will choose a Saree."

We argue that the dummy verb kar- (infinitive kar-naa) is inserted in the

derivation of (2b) as a Last Resort (Chomsky 1993) to save it from violating the Functional Head Constraint (Belazi, Rubin, and Toribio 1994). No similarly natural explanation is provided by the theory of sentence production.

L1 and L2 Sensitivity to Semantic Constraints on Argument Structure

Mark Sawyer, Kwansei Gakurn University

Pinker (1989) proposed two levels of semantic constraints as crucial in the learnability of argument structure alternations. Although the sensitivity to the broad-range constraint has been clearly demonstrated in experiments, empirical evidence for the psychological reality of the narrow-range rules has been much harder to come by. The present study modified previous novel dative verb elicited production task designs to test more effectively for sensitivity to both levels of constraints within one experiment, for both L1 and L2 (Japanese intermediate EFL) adults. Based on Bley-Vroman's (1989) Fundamental Difference Hypothesis, NSs were expected to show sensitivity to both levels, whereas the NNSs were hypothesized to be sensitive only to the broad-range distinction arguably available from their L1. In fact, sensitivity to both levels was demonstrated by both groups, though with language interaction effects that leave open the possibility of different processes leading to similar results.

SUNDAY AFTERNOON: SESSION B CONFERENCE AUDITORIUM

Narrative Competency Outcomes of Specific Expressive Language Impairment (SLI-E) at Ages Six, Seven, and Eight

Joan E. Manhardt, Inge M. Hansen, Leslie A. Rescorla
Bryn Mawr College

Narratives of children identified with Specific Expressive Language Impairment (SLI-E) as toddlers were compared to those of children with normal language histories. At ages six and seven, narratives were elicited with two story sequences developed by De Villiers & De Villiers. At age eight, subjects were asked to relate the contents of Frog, Where Are You? At age six, the narratives of SLI-E children were characterized by shorter MLU and significantly fewer story grammar components, evaluative devices, and clear character references than were those of the comparison group. No differences were found between the groups in article use, reference specification, verb tense switches, semantic links, or number of utterances at age six. No differences were found at age seven.

At age eight, SLI-E narratives included fewer utterances, earned significantly lower narrative maturity ratings, and contained fewer plot-advancing events than did those of comparison peers.

Narrative Abilities in Children
with Early Corrective Heart Surgery

Lowry Hemphill, Linda Camp, Chien-ju Chang,
Shira Horowitz, Hiroko Kasuya, Rebecca Ovadia, &
Kendra Winner, Harvard University
Gigliana Melzi, Boston University

We examined narrative abilities at age 4 in 24 children at risk for developmental delays because of histories of infant heart surgery. The narrative tasks employed were personal anecdote and replica play. Although most children with infant heart surgery could report events and evaluate happenings, they showed less skill than children in typically developing comparison groups. Children with infant heart surgery made greater use of earlier acquired discourse strategies, often enacting events and evaluating through prosody and sound effects. Their performances did not display a failure to understand the narrator's role, but reflected difficulty accomplishing narrative goals in relatively autonomous discourse.

Empirical Evidence for the Modularity of Language from
Grammatical SLI Children

Heather K. J. van der Lely
Birkbeck College, University of London

This paper provides evidence from three sets of investigations into a sub-group of 12 Grammatical SLI children and provides insight into the underlying nature of Grammatical SLI, thereby contributing to the modularity of language debate (Fodor, 1983). I have proposed that Grammatical SLI can be accounted for in terms of a deficit with structure-dependent relationships, that is, a Representational Deficit for Dependent Relationships (RDDR). The extent of this deficit is tested. Is the deficit: 1) a modular language deficit?; 2) a non-modular language deficit?; or 3) a "domain neutral" deficit which affects linguistic and non-linguistic processing? Three set of investigations into 1) modular language; 2) non-modular language; and 3) non-linguistic visual abilities were undertaken to test the extent of the deficit. Importantly, all the tasks require forming a representation which depends on a structural relationship. The implications of the findings for the underlying nature of Grammatical SLI and the modularity hypothesis are discussed.

Controlled PRO and the Acquisition of Greek

Helen Goodluck, University of Ottawa
Arhonto Terzi, CUNY/Rutgers

Within standard theoretical assumptions (Chomsky 1981, Chomsky and Lasnik 1991, Chomsky 1993) PRO is only licensed as the subject of infinitivals. Although Modern Greek lacks infinitivals, it demonstrates obligatory control with the empty subject of a subjunctive complement to verbs such as *prospathise* ("try"), but not *theli* ("want") (Terzi 1992, Hornstein and Varlokosta 1993, Iatridou 1994). Act-out and picture verification experiments with 23 Greek-speaking children aged 4-5 show that children that age make this distinction between "try" and "want". We argue that our data support the early acquisition of PRO, even in a null-subject language without infinitivals. Our data cast doubt on proposals that control properties of English infinitivals are not mastered at age 4 (Eisenberg and Cairns 1994) and support the view that internal construal of empty category subjects is the norm in early stages of acquisition (cf. Padilla 1990; Avrutin 1994).

The Acquisition of Japanese Numeral Classifiers

Frank Keil & Kasumi Yamamoto, Cornell University

This study examined the acquisition of Japanese numeral classifiers in Japanese preschool children, ages 3 to 6, with a primary emphasis on developing comprehension ability. Numeral classifiers, which exist in a large number of Asian languages, are a group of morphemes that usually occur adjacent to quantity expressions. The selection of numeral classifiers is determined by the inherent semantic properties of the noun whose quantity is being specified, suggesting that developing patterns of comprehension should be linked to underlying patterns of semantic and conceptual development. Previous research claims that children acquire certain distributional patterns very early but that the acquisition of the semantic system is a very slow process. We argue instead that, different techniques and stimulus contrast sets reveal a much greater sensitivity to semantic relations in young children than was previously considered possible. Reasons for the apparent slowness in classifier acquisition are also discussed.

The Case of the Missing Particle:
Objective Case Assignment and Scrambling
in the Early Grammar of Japanese

Usha Lakshmanan, Southern Illinois University at Carbondale
Mami Ozeki, Ichinomiya, Japan

This paper examines the acquisition of case particles and scrambling by Nanako, a two-year-old Japanese speaking child. The evidence indicates that while Nanako did not have any problems in supplying the nominative case marker -ga in regard to objects of stative predicates and subjects, she always omitted the accusative case particle -o from objects of non-stative predicates. The evidence further indicates that during the same stage in Nanako's grammar when the accusative case particle is omitted, scrambling is also not operative. Assuming the framework of the Minimalist program, the paper provides a unified explanation for the non-availability of scrambling and the omission of the accusative case particle in the early grammar of Japanese.

The Processing Conditioning of Symmetrical Interpretation and the Denial of Implausible Infelicity

William Philip
Research Institute for Language and Speech, Utrecht University

In this paper I will argue that the hypothesis of Crain et al. (1995) that children have nonadult-like notions of the felicity conditions of universally quantified sentences is untenable both on theoretical and empirical grounds. I will argue that, rather, the nonadult-like performance known as "Symmetrical Interpretation" (Philip 1995)—which is observed not only in children's comprehension of universally quantified sentences but also in that of agrammatic aphasics and even normal adults under certain conditions—consists in a processing difficulty in the aplication of QR. I support my argument by (i) reviewing the available literature and (ii) presenting three recent studies collectively involving 158 Dutch children between 5 and 8.

Variable Vowel Epenthesis in Korean-Accented English

Jin-young Tak
Indiana University Bloomington

Three patterns of vowel-epenthesis in English consonant sequences for Koreans learning English are observed--[u]-epenthesis after a bilabial, [I]-epenthesis after an alveolar or a velar, and [i]-epenthesis after a palatal. The specified place of articulation features of the consonant spreads rightward to the underspecified place node of the epenthetic vowel. In the case of an alveolar, which is underspecified for place, there is no place feature to spread. The epenthesized vowel is thus realized as the most unmarked vowel [I] by default. Important to this analysis is the view that these three patterns are the result of transfer from Korean and an internalized phonological rule which spreads the place feature of the preceding consonant to an underspecified epenthetic vowel.

Passive of Intransitive Verbs in Child Language

Maaike Verrips
University of Amsterdam

Dutch adult grammar allows passives of unergative intransitive verbs, as in the well-known example "Er wordt gedanst," 'There is dancing going on.' In two experiments, 89 Dutch children between 2;6 and 6;9 answered questions about pictures in a linguistic context that stimulated the production of a passive form of particular verbs. The results support a formal rather than a semantic approach to passivization, both in child and adult language.

Mechanisms of Fast Mapping
in Preschool Children

Krista Wilkinson & Susan Stanford
E.K. Shriver Center

This paper will describe research on mechanisms relating to children's fast mapping of new word meanings. Two primary accounts have been submitted to explain why children, upon hearing a novel word, spontaneously assign the word's meaning to an unlabeled referent: Mutual Exclusivity and Novel Name-Nameless Category. Although these proposals can be distinguished conceptually, they are more difficult to distinguish empirically. This difficulty may perhaps be traced to the forced-choice tasks common in fast mapping research. We tested a procedure that avoided the forced-choice format by allowing subjects to respond "neither" in a receptive matching task. Preschoolers learned to select a gray square when neither of the available pictures matched the spoken word. This procedure was then used to evaluate subjects' judgments about newly learned words under various probe conditions. The methods and our preliminary results will be discussed with respect to the proposed accounts of fast mapping.

Responding to Compliments: A Comparative Study
on the Pragmatics of Chinese/English Bilinguals
in the Two Languages

Yi Yuan
Indiana University at Bloomington

This paper addresses three questions:
- Is Chinese/English bilinguals' L2 pragmatics affected by their L1?
- Is their L1 pragmatics affected by L2?
- Does their length of stay in the US correlate with their L2 pragmatic attainment and L1 pragmatic maintenance?

A DCT questionnaire, in English and Chinese respectively, was used to elicit data. It was found that the bilinguals' English pragmatics has come close to that of native speakers, their Chinese pragmatics has somewhat deviated from the native norm and is shifting towards that of English, and their length of stay in the US correlates largely with the degree of their L1 pragmatic shift.

Exhibitors

Blackwell Publishers
238 Main Street
Cambridge, MA 02142

Cambridge University Press
40 West 20th Street
New York, NY 10011-42

Cascadilla Press
PO Box 440355
Somerville, MA 02144

Educational Productions
7412 SW Beaverton Hillsdale Hwy.
Suite 210
Portland, OR 97225

Elsevier Science
Exhibitions Department
PO Box 211, 1000 AE Amsterdam
The Netherlands

Harvard University Press
79 Garden Street
Cambridge, MA 02138

International Thomson Publishing, Inc.
5101 Madison Road
Cincinnati, OH 45227

John Benjamins NA Inc.
PO Box 27519
Philadelphia, PA 19118-0519

Kluwer Academic Publishers
101 Philip Drive
Norwell, MA 02061

Lawrence Erlbaum Associates, Inc.
365 Broadway
Hillsdale, NJ 07642

MIT Working Papers in Linguistics
20D-219, MIT
Cambridge, MA 02139

The MIT Press
55 Hayward street
Cambridge, MA 02139

Routledge
29 W. 35th Street
New York, NY 10001-2299

University of Chicago Press
5801 S. Ellis Avenue
Chicago, IL 60637

Authors' Addresses

Anthony Alioto
Kent State U.
Dept. of Psychology
Kent, OH 44242
aalioto@kentvm.kent.edu

Marie Balaban
Johns Hopkins University
3400 N. Charles Street
Baltimore, MD 21218
balaban@ren.psy.jhu.edu

Michael Bamberg
Clark University
Department of Psychology
950 Main Street
Worcester, MA 01610
mbamberg@vax.clarku.edu

Jessica Barlow
Indiana Univ.
Department of Linguistics
Memorial Hall 332
Bloomington, IN 47405
jabarlow@ucs.indiana.edu

Sarah Bateman
c/o Jill de Villiers
Smith College
Northampton, MA 01063

Angela L. Bauman
SUNY Buffalo
Center for Cognitive Science
Park Hall
Buffalo, NY 14260-4110
bauman@acsu.buffalo.edu

Tej Bhatia
Syracuse Univ.
340 H. B. Crouse
Linguistics Studies Program
Syracuse, NY 13244-1160
shobha@suvm.acs.syr.edu

Janita Blaskovich
McGill University
Dept. Of Psychology
1205 Dr. Penfield Ave.
Montreal, Quebec CANADA
janita@ego.psych.mcgill.ca

Hagit Borer
Dept. of Linguistics
Univ. of Massachusetts
Amherst, MA 01003
borer@cs.umass.edu

Carole Tenny Boster
University of Connecticut
Department of Linguistics U-145
341 Mansfield Rd.
Storrs, CT 06269-1145
tenny@uconnvm.uconn.edu

Piero Bottari
U. of Perugia
Scientific Institute Stella Maris
Pisa ITALY
bottari@ipgcuic.bitnet

Michael Brent
Johns Hopkins University
Dept. of Cognitive Science
3400 North Charles Street
Baltimore, MD 21218
michael@mail.cog.jhu.edu

Ursula Brinkmann
Free University Amsterdam
Faculteit der Letteren
De Boelelaan 1105
NL 1081-HV Amsterdam
NETHERLANDS
brinkmau@jet.let.vu.nl

Kimberly Broderick
University of Massachusetts
Linguistics Department
226 South College
Amherst, MA 01003
Keb@Linguist.UMASS.edu

Kevin Broihier
MIT E10-109
Dept. of Brain & Cog. Sci.
Cambridge, MA 02139
kevin@psyche.mit.edu

Joyce L.S. Bruhn-Garavito
McGill University, Linguistics
1001 Sherbrooke St. W
Montreal PQ H3A 1G5
CANADA
CX52@musica.mcgill.ca

Nancy Budwig
Clark University
Dept. of Psychology
950 Main St.
Worcester, MA 01610
nbudwig@vax.clarku.edu

JoAn Buhr
Dept. of Speech Pathology
and Audiology
Marquette University
Wilwaukee, WI 53233

Tracey C. Burns
Northeastern University
Departmentof Psychology
125 NI Hall
Boston, MA 02115
burns@neu.edu

José Camacho
University of Southern California
Department of Linguistics, 6FS
301
Los Angeles, CA 90089-1693
jcamacho@scf.usc.edu

Linda Camp
Harvard University
Graduate School of Education
314 Larsen Hall
Cambridge, MA 02138
campli@hugse1.harvard.edu

Timothy Andrew Cartwright
Johns Hopkins University
Cognitive Science
3400 N. Charles Street
Baltimore, MD 21218
cat@mail.cog.jhu.edu

Chien-Ju Chang
Harvard University
Graduate School of Education
Larsen Hall
Cambridge, MA 02138
changch@hugse1.harvard.edu

Nandita Chaudhary
University of Delhi
Lady Irwin College
Dept. of Child Development
Sikandra Road
New Delhi 110001
INDIA

Siu Mei Cheung
McGill University
School of Communication
Sciences and Disorders
1266 Pine Ave., West
Montreal, PQ H3G 1A8
CANADA
axsc@musica.mcgill.ca

Jane B. Childers
Univ. of Texas at Austin
Dept. of Psychology
330 Mezes Hall
Austin, TX 78712
janie.c@utxvm.cc.utexas.edu

Anna Maria Chilosi
IRCCS Scientific Institute
via dei Giacinti 2
Calambrone 56018 Pisa I
ITALY

Paola Cipriani
IRCCS Scientific Institute
via dei Giacinti 2
Calambrone 56018 Pisa I
ITALY

D'Jaris Coles
University of Massachusetts
Communication Disorders Dept.
6 Arnold House, Box 30410
Amherst, MA 01003-0410

Peter Coopmans
Utrecht University
OTS Trans 10
NL 3513-JK Utrecht
NETHERLANDS
coopmans@lct.ruu.nl

Marie-Helène Côté
Dept. of Psychology
McGill University
1205 Dr. Penfield Ave.
Montreal QC H3A 2B1
CANADA

D. Crunelle
Orthophoniste
Directeur adjointe de
l'Institute d'Orthophonie
Lille
France

Jill de Villiers
Smith College
Dept. of Psychology
Northampton, MA 01063
jdevil@smith.smith.edu

Peter de Villiers
Smith College
Dept. of Psychology
Northampton, MA 01063
pdevilliers@smith.smith.edu

Gayle DeDe
McGill University
Dept. Of Psychology
1205 Dr. Penfield Ave.
Montreal, Quebec
CANADA
b7sa@musicb.mcgill.ca

M. J. Delfosse
Psychologue
Service des Prematures
Centre Hospitalier Universitaire de
Lille
Hopital Clmette (Pr. Lequien)
France

Mike Dickey
University of Massachusetts
Linguistics Department
226 South College
Amherst, MA 01003
MKDickey@Titan.UCS.UMASS.edu

Daniel Dinnsen
Indiana U.
Department of Linguistics
Memorial Hall 332
Bloomington, IN 47405
dinnsen@ucs.indiana.edu

Kenneth Drozd
Max Planck Institute
Postbus 310
6500 AH Nijmegen
NETHERLANDS
drozd@mpi.nl

Laurel Eakin
Dept. of Psychology
McGill University
1205 Dr. Penfield Ave.
Montreal QC H3A 2B1
CANADA

Catharine H. Echols
U. Texas - Dept. of Psychology
336 Benedict Hall
Austin, TX 78712
echols@psyvax.psy.utexas.edu

Zena Eisenberg
CUNY
Hunter College
Dept. of Psychology
695 Park Ave.
New York, NY 10021

Lynn Eubank
Div. of Linguistics-Eng. Dept.
U. of North Texas
Denton, TX 76203
eubank@jove.acs.unt.edu

Cheryl Fantuzzi
2116 Oak Street, Apt.A
Santa Monica, CA 90405
ihw1024@mvs.oac.ucla.edu

Kathryn Feinberg
28 Bromfield Rd., Apt 2
Somerville, MA 02144
kfeinber@emerald.tuffs.edu

Anne Fernald
Stanford University
Department of Psychology
Jordan Hall Bldg 420
Stanford, CA 94305-2130
fernald@psych.stanford.edu

Susan Foster-Cohen
English Dept, Box 6032
Norther Arizona University
Flagstaff, AZ 86011-6032
sfoster@nauvax.ucc.nau.edu

Janet M. Fuller
Linguistics, English Dept.
University of South Carolina
Columbia, SC 29208
jmcfull@univscvm.csd.scarolina.edu

Elaine Gale
Dept. of Psychology
Smith College
Northampton, MA 01063
egale@smith.smith.edu

Lena Gavruseva
3911 Benton St NW
Washington, DC 20007
gavrusee@guvax.georgetown.edu

Amalia Gnanadesikan
34 Amvets Avenue
Falmouth, MA 02540

Lila Gleitman
University of Pennsylvania
Dept of Psychology
3815 Walnut St.
Philadelphia, PA 19104
gleitman@cattell.psych.upenn.edu

Beverly Goldfield
Rhode Island College
Psychology Dept.
Mt. Pleasant Ave.
Providence, RI 02908
bgoldfield@ric.edu

Susan Goldin-Meadow
Univ. of Chicago
Dept. of Psychology
5848 S. University Ave.
Chicago, IL 60637
sgsg@midway.uchicago.edu

Helen Goodluck
U. of Ottawa, Linguistics Dept.
200 Wilbrod
Ottawa, ON K1N 6N5
CANADA
helaf@acadvml.uottawa.ca

Mara B. Goodman
Dept. of Psychology
SUNY Buffalo
Park Hall
Buffalo, NY 14260-4110
v119r88F@ubvms.cc.buffalo.edu

Sabine Grace
Div. of Linguistics-Eng. Dept.
U. of North Texas
Denton, TX 76203

Jess Gropen
McGill University
Dept. of Psychology
1205 Dr. Penfield Ave.
Montreal, PQ
CANADA
jess@ego.psych.mcgill.ca

Nicola Grove
EPSEN
Institute of Education
University of London
25 Woburn Square
London WC1H 0AA
UNITED KINGDOM

Maria Teresa Guasti
DIPSCO
Fondaziome San Raffaele
Via Olgettina 58
20133 Milano
ITALY
guastim@dibit.hsr.it

Eithne Guilfoyle
University of Calgary
Dept of Linguistics
2500 University Drive NW
Calgary, T2N 1N4
CANADA
guilfoyl@acs.ucalgary.ca

Liliane Haegemann
Dept. de Linguistique
Faculté des Lettres
Université de Geneve
CH 1211 Geneve 4
SWITZERLAND
haegeman@uni2.unige.ch

Fred Hall
University of Massachusetts
Communication Disorders Dept.
6 Arnold House, Box 30410
Amherst, MA 01003-0410

Inge M. Hansen
334 South Rogers St.
Bloomington, IN 47403-1468
hansen@ucs.indianna.edu

Marie Helt
English Dept, Box 6032
Norther Arizona University
Flagstaff, AZ 86011
meh2@nauvax.ucc.nau.edu

Lowry Hemphill
Harvard University
Grad. School of Education
307 Larsen Hall
Cambridge, MA 02138
hemphilo@chugse1.harvard.edu

Alison Henry
Univ. of Ulster at Jordanstown
Sch. of Behavior and
Communication
Newtownabbey BT37 OQB
Northern Ireland
UNITED KINGDOM
am.henry@ulst.ac.uk

Kathryn Hirsh-Pasek
Temple University
Dept. of Psychology
Philadelphia, PA 19122
v58080e@templevm.bitnet

Erika Hoff-Ginsberg
Department of Psychology
UW-Parkside
Kenosha, WI 53141
hoff-gin@cs.uwp.edu

Bart Hollebrandse
Dept. of Linguistics
U of Mass., Amherst
South College
Amherst, MA 01003
holleb@linguist.umass.edu

Shira Horowitz
79 Naples Rd
Brookline, MA 02146
horowish@hugse1.harvard.edu

Derek M. Houston
Dept. of Psychology
Suny - Buffalo
Park Hall
Buffalo, NY 14260-4110
V5413EJ9@ubvms.cc.buffalo.edu

Alison L. Imbens-Bailey
Harvard University
Graduate School of Education
Larsen Hall
Cambridge, MA 02138
imbens@hugse1.harvard.edu

David Ingram
Dept. of Linguistics, U.B.C.
Vancouver, BC V6T 1W5
·CANADA
ingramd@unixg.ubc.ca

Jana Marie Iverson
University of Chicago
Dept. of Psychology
5848 S. University Ave.
Chicago, IL 60637-1584
jmiverso@midway.uchicago.edu

Janice Jackson
University of Massachusetts
Communication Disorders Dept.
6 Arnold House, Box 30410
Amherst, MA 01003-0410

Celia Jakubowicz
Laboratoire de Psychologie Exp.
CNRS, Université V
28 rue Serpente
75006 Paris
FRANCE
segui@ext.jussieu.fr

Jacqueline Johnson
University of Virginia
Department of Psychology
102 Gilmer Hall
Charlottesville, VA 22903-2477
jsj3u@virginia.edu

Kyle Johnson
UMASS, Amherst Linguistics
Dept.
Box 37130
South College
Amherst, MA 01003
kbj@linguist.umass.edu

Alan Juffs
Dept. of Linguistics
University of Pittsburgh
2816 CL
Pittsburgh, PA 15260
juffs@isp.pitt.edu

Peter W. Jusczyk
Dept. of Psychology
SUNY Buffalo
Center for Cognitive Science
Park Hall
Buffalo, NY 14260-4110
psypwj@ubvms.cc.buffalo.edu

Ok-kyung Kang
Dept. des Sciences du Langage
Universite Paris VIII
21 rue Mademosiselle
75015 Paris
France

Hiroko Kasuya
Harvard University
Graduate School of Education
Larsen Hall
Cambridge, MA 02138
kasuyahi@hugse1.harvard.edu

Margaret Kehoe
269 Osmond Street
State College, PA 16801
mxw11@psuvm.psu.edu

Frank Keil
Cornell University
Psychology
Unos Hall
Ithaca, NY 14853

Donna J. Kelly
Dept. of Speech Pathology
and Audiology
Marquette University
Milwaukee, WI 53233

Irene Krämer
Max-Planck Institut
Postbus 310 - NL 6500 AH
NETHERLANDS
ikramer@mpi.nl

Guy Lacroix
Dept. Of Psychology
McGill University
1205 Dr. Penfield Ave.
Montreal, QC H3A 2B1
CANADA

Usha Lakshmanan
Southern Illinois U.
Dept. of Linguistics
Carbondale, IL 62901
ga3974@siucvmb.bitnet

Barbara Landau
University of Delaware
Department of Psych.
238 Wolf Hall
Newark, DE 19716
blandau@chopin.udel.edu

Donna Lardiere
Georgetown University
Linguistics Dept.
ECC 480
Washington, DC 20057
lardierd@guvax.georgetown.edu

Leah Larkey
131 Leverett Road
Leverett, MA 01054

Marie-Therèse Le Normand
INSERM
Neuropsychologie
Clinique de l'Enfant
Bât. Pharmacie - 3e étage
Hôpital de la Salpêtrière
47, bld. de l'Hôpital
75651 Paris CEDEX 13
FRANCE
ulr1001@frmop22.cnusc.fr

Yang Xiao Lu
Dept. of English
Chinese University of Hong
Kong
Shatin
HONG KONG

Dawn MacLaughlin
BU Program in Applied
Linguistics
605 Commonwealth Ave.
Boston, MA 02215
dawn@louis-xiv.bu.edu

John Macnamara
Dept. of Psychology
McGill University
1205 Dr. Penfield Ave.
Montreal, QC H3A 2B1
CANADA

Joan E. Manhardt
Psych. Dept. West
Bryn Mawr
101 N. Merion Ave
Bryn Mawr, PA 19010-2899

Gary F. Marcus
Dept. of Psychology-Tobin Hall
U of Mass., Amherst
Amherst, MA 01003
marcus@psych.umass.edu

Dana McDaniel
University of Southern Maine
Language Sciences Laboratory
96 Falmouth Street
Portland, ME 04103
rxa364@usm.maine.edu

Karla McGregor
Northwestern University
Comm. Sci. & Disorders
2299 Campus Dr. N.
Evanston, IL 60208
mcgregor@casbah.acns.nwu.edu

Cecile McKee
U. of Arizona-Dept. Linguistics
Douglass 200E
Tucson, AZ 85721
mckee@aruba.ccit.arizona.edu

Gerald McRoberts
Stanford University
Department of Psychology
Jordan Hall Bldg 420
Stanford, CA 94305-2130
gerald@psych.stanford.edu

Gigliana Melzi
Dept. of Psychology
64 Cummington St.
Boston, MA 02215
gigliana@acs.bu.edu

Roberta Michnick-Golinkoff
U. Delaware
Department of Educational Studies
Newark, DE 19716
roberta@strauss.udel.edu

Yoichi Miyamoto
Ohio University
Dept of Linguistics
Gordy Hall
Athens, OH 45701-2979
miyamoto@ouvaxa.cats.ohiou.edu

Silvina A. Montrul
McGill University
Dept of Linguistics
1001 Sherbrooke St. West
Montreal, QUE, H3A1G5
CANADA
BG64@musicb.mcgill.ca

Deanna Moore
Linguistics
Smith College
Northampton, MA 01063

Natascha Mueller
Universitaet Hamburg
Romanisches Seminar
Von Melle Park 6
20146 Hamburg
GERMANY
fs3a506@rrz.uni-hamburg.de

Ad Neeleman
Utrecht University
OTS - Trans 10
3512 JK Utrecht
NETHERLANDS
neeleman@let.ruu.nl

Elissa Newport
U. of Rochester
Dept. of Psychology
Meliora Hall 355
Rochester, NY 14627-0266
newort@psych.rochester.edu

Mary R. Newsome
Princeton University
Dept. of Psychology
Green Hall
Princeton, NJ 08540
mnewsome@phoenix.princeton.edu

Elena Nicoladis
McGill U., Psychology
1205 Dr. Penfield Ave.
Montreal H3A 1B1
CANADA
elena@ego.psych.mcgill.ca

Rebecca Ovadia
Harvard University
Graduate School of Education
Larsen Hall
Cambridge, MA 02138
ovadiare@hugse1.harvard.edu

Mami Ozeki
Southern Illinois University
Dept of Linguistics
Carbondale, IL 62901
ga3974@siucvmb.bitnet

Amado M. Padilla
School of Education-CERAS 203
Stanford University
Stanford, CA 94305
kp.amp@forsythe.stanford.edu

Barbara Alexander Pan
Harvard University
Graduate School of Education
302 Larsen Hall
Cambridge, MA 02138
snowbp@hugse1.harvard.edu

Johanne Paradis
Dept. of Psychology, Bio.
Sciences
McGill University
1205 Dr. Penfield Ave
Montreal, PQ   H3A 1B1
CANADA
paradisj@ego.psych.mcgill.ca

Joseph Pater
McGill University
Dept of Linguistics
1001 Sherbrooke West
Montreal, QUE H3A 1G5
CANADA
bgb2@musicb.mcgill.ca

Barbara Zurer Pearson
University of Miami
Bilingual Study Group
Box 248145
Coral Gables, FL 33124
bpearson@umiami.ir.miami.edu

Ana Teresa Pérez-Leroux
Pennsylvania State Univ.
Center for Linguistics
352 N. Burrowes Bldg.
University Park, PA 16803
atp2@psuvm.psu.edu

William Philip
Utrecht University
OTS - Trans 10
NL 3513-JK Utrecht
NETHERLANDS
philip@lct.ruu.nl

Colin Phillips
M.I.T. 20D - 219
Cambridge, MA 02139
cphill@mit.edu

Steven Pinker
MIT
Brain and Cognitive Sciences
Cambridge, MA 02139
steve@psyche.mit.edu

John Pinto
Stanford University
Department of Psychology
Jordan Hall Bldg, 420
Stanford, CA 94305-2130
pinto@psych.stanford.edu

Sandeep Prasada
Dartmouth College
Dept. of Psychology
HB 6207
Hanover, NH 03755
prasada@dartmouth.edu

Jennie Pyers
Smith College
P.O. Box 8369
Northhampton, MA 01063-0100
jpyers@smith.edu

Eliane Ramos
UMass at Amherst
Communication Disorders Dept.
6 Arnold House Box 30410
Amherst, Ma 01003-0410

Leslie Rescorla
Dept. of Psychology-Bryn Mawr
101 N. Merion Ave.
Bryn Mawr, PA 19010-2899
lrescorla@cc.brynmawr.edu

J. Steven Reznick
Psychology Department
Yale University
Box 208205
New Haven, CT 06520-8205
reznick@yalevm.edu

Mabel L. Rice
Child Language Program
1082 Dole Center
University of Kansas
Lawrence, KS 66045
mabel@dole.lsi.ukans.edu

B. Riemer
University of Hamburg
Dept. of Romance Studies
Germany

Catherine Rigaut
Lab. de Psichologie Expérimentale
CNRS, Université Paris V
28 rue Serpente
75006 Paris
FRANCE
segui@ext.jussieu.fr

William C. Ritchie
Syracuse U.
340 H. B. Crouse
Linguistics Studies Program
Syracuse, NY 13244-1160
writchie@suvm.acs.syr.edu

Luigi Rizzi
Université de Geneve
Linguistique Generale
Rue de Candolle 3
1211 Geneve
SWITZERLAND
rizzi@um12a.unige.ch

Julie Roberts
Univ. of Vermont
Dept. of Comm. Sciences
Allen House
Burlington, VT 05405
jlrobert@politglot.uvm.edu

Daniel Robertson
Dept. of Applied Linguistics
U. of Edinburgh
14 Buccleuch Place
Edinburgh, EH8 9LN
UNITED KINGDOM
daniel.robertson@ed.ac.uk

Thomas Roeper
U. Mass., Amherst
Dept. of Linguistics
South College
Amherst, MA 01003
roeper@cs.umass.edu

Bernhard Rohrbacher
University of Pennsylvania
Institute for Research in Cognitive
Science
3401 Walnut Street, Ste. 400C
Philadelphia, PA 19104
bwr@linc.cis.upenn.edu

Danielle Ross
2 Summer Park Apt 3
Rochester, NY 14607-3831
ross@prodigal.psych.rochester.edu

Joanna Salidis
U. of Virginia-102 Gilmer Hall
Charlottesville, VA 22903-2477
jsj3u@virginia.edu

Liliana Sanchez
University of Southern California
Department of Linguistics
6GS 301
Los Angeles, CA 90089-1693
lilianas@scf.usc.edu

Mark Sawyer
kwansei Gakuin University
3-17-10 Mino
Mino City, Osaka 562
Japan
mark@ksc.kwansei.ac.jp

Manuela Schönenberger
M.I.T. E10-246
Brain & Cognitive Sciences
79 Mass. Ave.
Cambridge, MA 02139
schoenen@psyche.mit.edu

Carson T. Schütze
MIT 20D-219
Linguistics and Philosophy
Cambridge, MA 02139
cschutze@mit.edu

Susan Diane Scott
501-F Oakdale Rd.
Newark, DE 19713
sdscott@brahms.udel.edu

Harry N. Seymour
Dept. of Communication
Disorders
U of Mass., Amherst
6 Arnold House, box 30410
Amherst, MA 01002

Dean Sharpe
Dept. of Psychology
McGill University
1205 Dr. Penfield Ave.
Montreal, QC H3A 2B1
CANADA
dean@hebb.psych.mcgill.ca

Elizabeth Shipley
U. Penn., Psychology
3815 Walnut St.
Philadelphia, PA 19104
liz@catell.psych.epenn.edu

Martha Shiro
1600 Massachusetts Avenue
#305
Cambridge, MA 02138
mshiro@dino.conicit.ve
shirom@hugse1.harvard.edu

Ron Smyth
U. of Toronto
Depts. of Linguistics/Psychology
130 St. George Street
Toronto, ON M5S 1A1
CANADA

William Snyder
Dept. of Linguistics, U-145
University of Connecticut
341 Mansfield Road
Storrs, CT 06269-1145
wsnyder@uconnvm.uconn.edu

Nancy N. Soja
Northeastern University
Departmentof Psychology
125 Nightingale Hall
Boston, MA 02115
soja@neu.edu

Eliane Sousa
301 East 48th Street, Apt. 12K
New York, NY 10017-1719

Karin Stromswold
Ritgers University
Psychology Bldg.
Busch Campus
Ctr, for Cognitive Sciences
New Brunswick, NJ 08903
karin@ruccs.rutgers.edu

Carol Stoel-Gammon
University of Washington
Dept. of Speech & Hrg. Sci.
Seattle, WA 98195
cs@u.washington.edu

Hyekyung Sung
Stanford University-CERAS 203A
Stanford, CA 94305
sung@csli. stanford. edu

Daniel Swingley
Department of Psychology
Stanford University
Jordan Hall Bldg 420
Stanford, CA 94305-2130
swingley@psych.stanford.edu

Gladys Tang
Dept. Of English
Chinese University of Hong
Kong
Shatin
HONG KONG
gladys-tang@cuhk.hk

Denise Tangney
Univ. of Ulster at Jordanstown
Sch. of Behavior and
Communication
Newtownabbey BT37 OQB
Northern Ireland
UNITED KINGDOM
am.henry@ulst.ac.uk

Arhonto Terzi
Rutgers University
Linguistics Dept
New Brunswick, NJ 08903
terzi@cancer.rutgers.edu

Vicenç Torrens
M.I.T. - E10-044
Dept. of Brain & Cog. Sci.
77 Mass. Ave.
Cambridge, MA 02139
torrens@psyche.mit.edu

Michael Ullman
MIT
E10-232
Cambridge, MA 02139
michael@psyche.mit.edu

Vivian M. Umbel
U. Miami
Bilingual Study Group
Psychology Annex, Rm 221
Parking Structure
Ponce de Leon Boulevard
Coral Gables, FL 33124

Anne Vainikka
IRCS University of Pennsylvania
3401 Walnut St. Suite 400C
Philadelphia, PA 19104-6228
vainikka@linc.cis.upenn.edu

Virginia Valian
CUNY
Hunter College
Dept. of Psychology
695 Park Ave.
New York, NY 10021
vvvhc@cunyvm.cuny.edu

Heather K. J. Van der Lely
Birbeck College, Psychology
University of London
Malet Street
London WC1E 7HX, England
UNITED KINGDOM
h.vanderlely@Psychology.BBK.
AC.UK

Spyridoula Varlokosta
IRCS - U. Pennsylvannia
3401 Walnut Street Suite 400C
Philadelphia, PA 19104
spart@linc.cis.upenn.edu

Maaike Verrips
University of Amsterdam
Spüistraat 210
NL 1012 VT Amsterdam
NETHERLANDS
maaike@alf.let.uva.nl

C. Vittrant
Medecin Pediatre
Directrice de la famille
Region du Nord et
du Pas de Calais
France

Sandra R. Waxman
Northwestern U.
Dept. of Psychology
2029 Sheridan Road-102 Swift
Evanston, IL 60208-2710
s-waxman@nwu..edu

Fred Weerman
Utrecht University
OTS - Trans 10
3512 JK Utrecht
NETHERLANDS
weerman@let.ruu.nl

Kenneth Wexler
MIT E10-020 Brain & Cog. Sci.
79 Mass. Ave
Cambridge, MA 02139
wexler@psyche.mit.edu

Dept. of Linguistics
McGill University
1001 Sherbrooke Street West
Montreal, Que.
Canada H3A 1G5
lwhite@langs.lan.mcgill.ca

Kendra Winner
HUGSE - Larsen Hall
Harvard University
Cambridge, MA 02138
winnerkw@hugse1.harvard.edu

Bencie Woll
Sign Lang. & Deaf Studies
Dept. Clinical Comm. Studies
City U., Northampton Square
London EC1V 0HB
UNITED KINGDOM
b.woll@city.ac.uk

Kasumi Yamamoto
14 Fairview Square
Ithaca, NY 14850
ky12@cornell.edu

Maki Yamane
U-200, Box 359, U. Conn
445 Whitney Road Extension
Storrs, CT 06269
may95002@uconnvm.uconn.edu

Yi Yuan
Indiana University
Linguistics Department
Memorial Hall 322
Bloomington, IN 47401
yyuan@ucs.indiana.edu

Index of Authors

Notes