

The 23rd Annual
Boston University

Conference on
Language
Development



November 6, 7 & 8, 1998

The Twenty-Third Annual

Boston University

Conference on Language Development

November 6, 7, and 8, 1998

**Organized by the Graduate Students in
the Program in Applied Linguistics**

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Welcome

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

We are honored to have Peter Jusczyk of Johns Hopkins University and Jane Grimshaw of Rutgers University as featured speakers. Professor Jusczyk will present Friday's Keynote Address, "Word Segmentation Abilities and their Contribution to Language Acquisition." Saturday's program will close with Professor Grimshaw's Plenary Address, which is entitled "Learning and Optimality." Receptions will follow both talks.

The rest of the program is devoted to a wide range of papers chosen from submitted abstracts. This year we received over 300 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. A number of individuals generously agreed to serve as alternates in case of cancellations; their abstracts are also included in this handbook and their papers will be published in our annual Proceedings.

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

The 1998 Conference Committee

Annabel Greenhill

Sarah Fish
Catherine Howell
Mary Hughes
Heather Littlefield
Cheryl Tano
Hugh Walsh

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Automated seasonal information about the conference may be obtained by sending an e-mail message with a blank body to: info@louis-xiv.bu.edu
Our web site is: <http://www.bu.edu/LINGUISTICS/APPLIED/conference.html>

Acknowledgements

The Boston University Conference on Language Development is organized each year by students from the Program in Applied Linguistics. We depend entirely upon the proceeds generated by registration and exhibition fees to cover the costs of hosting the conference. We are very grateful to all our participants for providing this support.

We would like to thank the many graduate and undergraduate students who contributed their time and effort both throughout this past year and during this weekend. We are particularly grateful to our Program Director, Bruce Fraser, and to the faculty and staff of the Program in Applied Linguistics for their support and encouragement. In addition, we are indebted to the School of Education for the resources they so generously made available to us throughout the year and to Marnie Reed of the TESOL program for her help with recruitment.

Our greatest thanks and appreciation is due to our faculty advisor Mary Catherine O'Connor. Professor O'Connor tirelessly provided us with guidance and support which were, as always, crucial at every juncture in our preparations. We are also very grateful for the help and advice provided by Professor Marco Haverkort during our preparation of abstracts for our reviewers.

We would also like to acknowledge the efforts on our behalf of the Office of Conference Services and the Office of Disability Services. The skill and patience of Donna Andrews of Conference Services has, as in years past, ensured that we have the proper equipment, facilities and refreshments at our disposal. We are also very grateful to Laurie Shaffer, Chris Shultz and Joy Gosselin for providing sign language interpreters.

Finally, we would like to thank our reviewers, listed below, who read and rated the submissions we received this year. The high quality of the submissions we receive each year makes it especially difficult to assemble a program of just 90 papers. We are particularly indebted and grateful for the thought and care which our reviewers gave each submission.

Shanley Allen	Peter Gordon	Colin Phillips
Arto Anttila	Marco Haverkort	Susan Powers
Richard Aslin	Lowry Hemphill	Ljiljana Progovac
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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 7:30 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

Peter Jusczyk will deliver the Keynote Address on Friday at 8:00 PM in Metcalf Hall (Large). A reception will immediately follow in Metcalf Hall (Small.)

Jane Grimshaw will give the Plenary Address on Saturday afternoon at 5:00 PM, again in Metcalf Hall (Large.) There will be a reception following the address in Metcalf Hall (Small.)

ADDITIONAL INFORMATION

Parking is available in: the Warren Towers Garage, 700 Comm. Ave. (entrance on Hinsdale St.) for \$12; the lot at 766 Comm. Ave. (next to the Guitar Center) for \$12 (Fri) and \$6 (Sat); the School of Management, 595 Comm. Ave. for \$12 (Fri) and \$6 (Sat); the lot at Granby St. (near Burger King) for \$12 (Fri), \$6 (Sat) and free on Sunday; and the lot on Babcock St. for \$6 (Fri and Sat) and free on Sunday.

Temporary Luggage Storage Space will be made available next to the registration desk. The area will be staffed during the conference sessions *only*. Although a student volunteer will be watching the area, participants leave their luggage at their own risk.

Publishers' Exhibits will be held in the Ziskind Lounge on Saturday and Sunday. For a list of exhibitors, see page 64.

Refreshments will be served in the Ziskind Lounge during breaks. A list of local restaurants is provided your registration packet. In addition, the Food Court on the ground floor of the George Sherman Union 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 24th Annual Boston University Conference on Language Development is tentatively scheduled to be held on November 5, 6, and 7, 1999, at Boston University.

*Friday 9:00 AM**Metcalf Hall (Large)***Attribution of verb agreement, argument structure, and case marking to older Nicaraguan home signers is unwarranted**

Judy Kegl, Rutgers University
Gary Morgan, University of Bristol/City College, London
Romy Spitz, University of Kansas
Jim Kyle, University of Bristol

Coppola, Senghas, Newport and Supalla ([CSNS],1997) argued for use of argument structure, verb agreement and case relations in four Nicaraguan deaf adolescents aged 10-18, who at testing were still using home sign as their primary language. Such grammatical characteristics have not been reported in home signers followed by Goldin-Meadow, nor have such grammatical capacities been observed in any of the 78 home signers (ages 3-58; 39 in the range of 10-18) identified to date in an ongoing population study underway in Nicaragua (NSF#SBR-9513762). Unavailability of the CSNS stimuli and data precluded direct replication of CSNS's reported findings, however parallel communication samples collected from pre-contact homesigners in the population study were analyzed and video vignettes reconstructed from description of the same task used in Senghas, Coppolla, Newport and Supalla (1997) were presented to 8 of these subjects between the ages of 10-18. Attribution of linguistic status to the data elicited is argued to be unwarranted.

*Friday 9:30 AM**Metcalf Hall (Large)***Stages in the development of grammatical space**

Esthela Treviño and Antionette Hawayek,
Universidad Autónoma Metropolitana-Iztapalapa, Mexico City

A 10-month educational project involving seven deaf preschool children (4-6 years old) started operating last September 1997, in Mexico City. From the start, four of the children lacked any linguistic experience; none had been exposed to a signed language, specifically to Mexican Sign Language (LSM); they were all in oralization programs and the most advanced of them had, at the age of 5 approx., a repertoire of no more than 12 words. All of them had home signs, some of which they still use. One child, who joined the project a month later, did have prior significant exposure to LSM. All of them were born deaf to hearing parents. We will call these five children — the subjects of the present study — the target children.

A longitudinal study — still in progress — has been carried out since the beginning, last September, with bimonthly videotaped sessions. Also, two

repetition tasks have been applied concerning certain grammatical properties. We are interested in the acquisition of grammatical space. We will try to show that the acquisition of space as a grammatical property is tied to, at least, two apparently unrelated phenomena: i) the acquisition of syntactic reference, and ii) the realization that the use of hands involves a relevant grammatical function. The first phenomenon involves the acquisition of personal pronouns, and interestingly, that of possessive and demonstrative pronouns, as well as of agreement verbs. The second one is concerned with the systematic use of a dominant signing hand. Children who alternate hands to sign, i.e. who are asystematic as to the hand performing the dominant "articulation", seem to be unable to identify grammatical relations in space, in contrast with children who systematically use a dominant signing hand.

Friday 10:00 AM

Metcalf Hall (Large)

Narrative development without linguistic input

Sarah B. Van Deusen Phillips, Susan Goldin-Meadow, University of Chicago
Peggy Miller, University of Illinois

Narrative practices allow access to a recognizable set of linguistic behaviors that demonstrate increased complexity and sophistication over developmental time. Presumably, children acquire narrative competence largely through submersion in a native language. This study investigates whether linguistically isolated deaf children demonstrate similar narrative strategies as hearing children despite a lack of useful linguistic input. If so, then it is possible that narrative can be modeled on behaviors other than conventional verbal input, thereby indicating that all children may be relying more heavily on non-linguistic mechanisms for acquiring narrative competence than may have been previously recognized.

B R E A K : 1 0 : 3 0 — 1 1 : 0 0

Friday 11:00 AM

Metcalf Hall (Large)

Sensitivity to phonotactic probabilities in preverbal speech segmentation

James L. Morgan, Brown University

Two series of studies explored interactions of phonotactics, rhythm, and familiarity in fostering infants' word segmentation. All studies used a conditioned head turning noise detection procedure to examine infants' grouping of CVC₁-C₂VC syllable sequences, in which C₁C₂ had low probability of occurring within words and high probability of occurring between words or vice versa. Three studies investigated 6.5- and 10-month-old infants' grouping of

syllables within synthetic 3-syllable strings. When syllable duration was held constant, 10-month-olds, but not 6.5-month-olds, perceived as less cohesive pairs of syllables containing phonotactic transitions that occur infrequently within words in English input. When duration was manipulated to provide distinctive rhythms, presence of the English predominant strong-weak rhythm overwhelmed the effect of transition frequency for 10-month-olds. Two additional studies investigated 9-month-old infants' syllable grouping within natural 4-syllable strings. When infants were highly familiar with the stimuli, no effect of transition probability was apparent, but when infants were tested on novel stimuli, effects of phonotactic transition frequency were found. These results show that toward the end of the first year infants coordinate word-level segmentation cues in a partially hierarchical manner. Moreover, the fact that 9- and 10-month-olds can distinguish phonotactic transitions that occur frequently and infrequently within words indicates that infants are segmenting natural input into word-like units well in advance of this age.

Friday 11:30 AM

Metcalf Hall (Large)

Five-month-old infants' discrimination of languages

Thierry Nazzi and Peter W. Jusczyk, Johns Hopkins University

Recent research has shown that newborns can discriminate between languages from different rhythmic classes but not between languages from the same rhythmic class. The goal of the present study was to determine an age at which infants can discriminate languages from the same rhythmic class, and whether such emergence may be related to the acquisition of the basic rhythmic properties of the native language class. The head-turn preference procedure was used to test 5-month-old infants' ability to discriminate three language pairs. Discrimination was found between English and Japanese (from different classes), and English and Dutch (from the native stress-based class), but not between Italian and Spanish (from the non-native syllable-based class). These results suggest that infants, by 5 months, have become more sensitive to intra-class rhythmic differences within their native language class only. This specificity may reflect the acquisition of the basic rhythmic properties of the native language class that now allows infants to compute more fine-grained, language-specific analyses of the linguistic input.

Friday 12:00 NOON

Metcalf Hall (Large)

Multiple sources of stress in infant-directed speech

Heather Bortfeld and James Morgan, Brown University

If infants use stress to identify word boundaries as Jusczyk, Cutler and Redanz (1993) and Morgan (1996) suggest, how are they able to distinguish the lexical stress unique to their language from the stress universally used to separate given from new information? In the present studies, we examine how multiple

prosodic cues interact in infant-directed speech. Results indicate that, despite respecting certain aspects of the given/new contrast typical of adult-directed speech, mothers alter specific aspects of that contrast when addressing infants. Our findings highlight the importance of manipulating stress at both the lexical and sentential level in studies of first language acquisition, as these factors combine in infants' daily language input.

FRIDAY MORNING: SESSION B CONFERENCE AUDITORIUM

Friday 9:00 AM

Conference Auditorium

**The Eventivity Constraint and Modal Reference Effects
in root infinitives**

Teun Hoekstra, HIL/Leiden University
Nina Hyams, University of California, Los Angeles

Root Infinitives in various languages are restricted to eventive predicates (the Eventivity Constraint, EC). Moreover, they receive mostly a modal interpretation. We provide an account of these two properties. It is also shown that the English bare form lacks these two effects. This difference is traced to differences in the adult morpho-syntax, viz. real RI-languages have morphological infinitives, unlike English. We argue that the modality of RIs is a function of the infinitival morpheme itself. This modality is deontic. The EC is derived from this: deontic modals select eventive complements. We show that the Null Modal account of Boser et al. and Ingram & Thompson's Modal Hypothesis are unable to capture various distributional properties of RIs. The absence of an infinitival morpheme in English explains the absence of the EC and the MRE. We shall show that the English bare phenomenon is also different from RIs in other respects.

Friday 9:30 AM

Conference Auditorium

The acquisition of Sequence of Tense in Japanese

Ayumi Matsuo, University of Connecticut
Bart Hollebrandse, University of Massachusetts

Hollebrandse (1997) claimed there is a strong correlation between passing ToM and giving adult interpretations of Tense in an embedded clause in Sequence of Tense languages such as English and Dutch. Both English and Dutch children (ages 3-8), who failed in ToM, interpreted an embedded Past as a matrix Past. This paper investigates whether the same correlation holds in Japanese. This is of special interest because Japanese is the language in which Present Tense,

instead of Past Tense, is used to show simultaneity of a matrix and embedded events.

32 Japanese children (3;4-6;2) and 7 adult controls were tested using the 'unexpected-object-in-a-familiar-container' task for ToM and using a yes-no judgment task for an embedded Tense. We found that Japanese children performed differently from Dutch and English children and conclude that some other factor in addition to ToM is responsible for the Japanese children's performance.

Friday 10:00 AM

Conference Auditorium

**Aspect and its temporal interpretation during
the Optional Infinitive stage in Russian**

Sergey Avrutin, Yale University

Maria Babyonyshev, Massachusetts Institute of Technology

Dina Brun, Yale University

In this talk, we present data from spontaneous speech of a group of Russian speaking children between 1;5 and 2;4. Our data confirm the observation by Bar-Shalom et al (1996) that Russian-speaking children pass through the Optional Infinitive stage and that there is a strong correlation between the finiteness of the verb and null subjects. Furthermore, we show that in the absence of syntactic means for expressing temporal relationships, Russian-speaking children use the aspectual distinction (perfect/imperfect) to refer to the temporal characteristics of completed, or on-going events, respectively. We also show that RIs are used for all tenses in Russian child speech; however, through the semantics of the described event, they are always (with the exception of the intentional constructions) connected to the 'here and now' situation.

B R E A K : 1 0 : 3 0 — 1 1 : 0 0

Friday 11:00 AM

Conference Auditorium

**Gender assignment to German nonsense words:
What does the native speaker know that
the non-native speaker doesn't?**

Glenn S. Levine, Purdue University

Several recent studies have asserted that native-like competence is attainable by some postpubertal L2 learners (Birdsong, 1992; Ioup et al., 1994; White & Genesee, 1996). Such speakers appear to demonstrate native-like grammatical competence and performance. In the present study it is claimed that even when a

speaker achieves nativelike L2 proficiency, certain qualitative differences in linguistic knowledge still exist between the native and non-native speaker. This paper explores one such difference.

The study is based on a questionnaire in which 150 native and non-native speakers of German were asked to assign gender to 40 nonsense nouns. It was found that native speakers agree with each other significantly more frequently about the genders of the 40 nouns than do non-native speakers. Analyses of variance compared performance on the gender-assignment list with various sociolinguistic factors. Results suggest that even near-native speakers who speak, read, and write German extensively as part of their professions still assign gender qualitatively differently from most native speakers. In an attempt to account for the observed qualitative differences between native and near-native speakers, I examine principles for gender assignment established by Köpcke and Zubin (1984) and Salmons (1993), as well as ideas proposed by Menzel and Tamaoka (1995). The data suggest that (postpubertal) near-native speakers of German do not appear to have access to the same sorts of principles and strategies for gender assignment as native speakers of German.

Friday 11:30 AM

Conference Auditorium

**Initial states, end-states, and residual optionality
in L2 acquisition**

Antonella Sorace, University of Edinburgh

Theories of the L2 initial state should make testable predictions about the nature of end-state L2 grammars, but they are so far unable to explain one of the most crucial characteristics of ultimate attainment: residual optionality. This type of optionality involves a non-categorical preference for one variant (usually the target) without the complete elimination of the other, and does not affect all functional categories to an equal degree. Further, the most common type of end-state grammar exhibits residual L2 optionality which is accompanied by emerging optionality in the L1, whereas in a minority of cases neither the end-state L2 grammar nor the L1 are affected by optionality. This paper presents an Optimality-theoretic analysis which is compatible with a full-transfer/full access position but, unlike the latter, can account for these facts.

Friday 12:00 NOON

Conference Auditorium

**Optionality in English non-native grammars:
Differences between L1A and L2A**

Elaine C. Klein and Monica Casco,
City University of New York Graduate Center

Recent studies of English L1 and L2 acquisition show differential patterns in the development of extraction constructions involving the object of a preposition.

In this paper, we report the results of a cross-sectional study which tested whether L2 learners of English exhibit optionality in just those cases where L1 researchers have predicted it should not occur (Bernstein, McDaniel & McKee, 1998; McDaniel, McKee & Bernstein, 1998), i.e., where there is a single numeration (Chomsky, 1995). The L2 data further show unexpected instances of (ungrammatical) optionality well into the advanced stages of development suggesting, it is argued, a system of lexical listings in the L2 grammar that differs significantly from that of L1 learning.

FRIDAY MORNING: SESSION C

TERRACE LOUNGE

Friday 9:00 AM

Terrace Lounge

Word learning without aid from syntax: How do Japanese children learn proper nouns and common nouns?

Mutsumi Imai, Keio University
Etsuko Haryu, Aoyama-Gakuin University

Syntax has been noted to play an important role in word learning. In particular, English syntax distinguishes the fundamental conceptual distinction between individuals, non-individuals, and a class of individuals. However, not all languages provide children with this information. For example, the Japanese language does not have grammatical markers flagging the distinction between count nouns and mass nouns, or between proper nouns and common nouns. We examined how Japanese 2-year-olds assign meaning to a novel noun that was associated with familiar and unfamiliar animals and inanimate objects. The children learned proper nouns and common nouns appropriately relying on semantic information such as animacy and familiarity. Our results suggest that syntactic cues might be of a relatively weak, secondary status as a constraint for noun acquisition, which can assist the process of constraining noun meanings but may not be indispensable.

Friday 9:30 AM

Terrace Lounge

The acquisition of nouns and verbs in young Japanese children: Why do verbal nouns emerge early?

Yoshie Yamashita, Naruto University of Education

The widely-accepted notion of noun-bias in children's early lexical acquisition (Gentner, 1982) has been questioned by more recent cross-linguistic studies from Korean and Mandarin Chinese which report verb-bias (Choi and Gopnik, 1995; Tardif, 1996). The present study examines the issue based on Japanese data,

consisting of longitudinal speech samplings from two children (ages from 1;1 to 1;7 and from 1;5 to 1;11). The results show that nouns are the first category to emerge, as predicted by the cognitive constraints hypothesis (Gentner, 1982; Markman, 1987; Au et al., 1994). However, verbal nouns which have verb-like meanings (e.g., *nenne* 'do sleeping') emerge as early as common nouns, and further analysis indicates that pragmatic factors — not just cognitive constraints or the properties of the input language — play a role in children's early lexical acquisition.

Friday 10:00 AM

Terrace Lounge

**The role of syntactic structure in
the interpretation of proper nouns**

Sandeep Prasada and Josephine Choy, Dartmouth College

Recent research has shown that young children can use information present within sentential structure to learn aspects of a verb's meaning. The present experiments investigate whether children can use information present within sentential structure to assign reference to unfamiliar proper nouns. There were three motivations for this research. The first was simply to determine whether children can use sentential structure to resolve the reference of ambiguous proper nouns and thus provide further evidence for the role of syntactic bootstrapping within lexical development. Second, because it is possible to develop methods for investigating children's ability to use sentential structure information to learn the reference of proper nouns which are simpler than the methods needed to investigate children's use of sentential structure information in learning the meanings of verbs, such a methodology may potentially be used to investigate very young children's use of syntactic information in word learning. Finally, the methodology allowed us to investigate children's command of different sentential structures (e.g., active versus passive) using a very simple and natural task. Three experiments with 2- and 3-year-olds showed that they can use information within sentential structure to interpret unfamiliar proper nouns and that they can do so for both active and passive sentences.

B R E A K : 1 0 : 3 0 — 1 1 : 0 0

Friday 11:00 AM

Terrace Lounge

Acquiring tense in form and meaning

Laura Wagner, University of Pennsylvania

Examinations of children's early (~2;6) production of tense inflections have found that they are distributed according to a verb's event type: past tense

marking is restricted to telic (bounded) event types (*break, find*) while present tense marking is restricted to atelic (non-bounded) event types (*ride, play*). We tested children's comprehension of tense with both telic and atelic events using a matching task that asked subjects to match the predicates "was V'ing", "is V'ing" or "is gonna V" to one of three scenes. Conceptual control sentences also contained open class cues to the right time. Young (but not old) subjects performed at chance with sentences using only closed class cues. The verb's event type (telic or atelic) did not interact with subjects' performance, suggesting that it is not a determinant of early tense marking, even when that marking is not fully comprehended. Young subjects did pass the open class cues condition, indicating that their difficulty with tense is of a linguistic and not conceptual nature.

Friday 11:30 AM

Terrace Lounge

Past time reference in Chinese children's speech

Chiung-chih Huang, University of California, Los Angeles

This study attempts to go beyond the 'inflectional paradigm bias' in previous studies on child language acquisition of temporality and to investigate how two Chinese three-year-old children refer to the past. I adopt a broader approach, which encompasses morphosyntactic, semantic and discourse-pragmatic perspectives. The results show that the children tend to refer to the immediate past spontaneously, but heavily rely on elicitation when referring to the distant past. It is suggested that maternal elicitation functions as a discourse support for children to participate in conversation involving the distant past. In addition, the analysis shows that the children mainly express deictic past relations, with the speech time as the reference time. It appears that referential temporal relations, which require a self-determined external reference, are cognitively and linguistically more difficult for children. Furthermore, rather than supplying overt temporal markers, the children tend to rely on discourse-pragmatic devices such as inherent lexical aspect of verbs, shared background knowledge and situational context to establish temporal reference.

Friday 12:00 NOON

Terrace Lounge

**Innateness and the acquisition of grammatical aspect
via lexical aspect**

Mari Broman Olsen and Amy Weinberg, University of Maryland

Research in child language acquisition identifies discrepancies between child and adult use of verbal morphology. Children's performance has been attributed to lack of tense and skewed adult distribution. From a study of conversational tiers in four CHILDES file sets (eight children, 1;4-5;1; MLUs 1.055 to 6.007) we find that children use *-ed* overwhelmingly with [+telic] (bounded, result) verbs,

and *-ing* with [+dynamic] (event) and [+durative] verbs, an asymmetry that diminishes with age, reversing in the case of the telic-*ed* association. The children are therefore not tuning to peculiarities in the adult-to-child language sample, contra Shirai and Anderson, Li and Bowerman (op.cit.) Also, contra Bloom et al. and others who claim that these data argue for a radical reorganization of linguistic concepts by the child, we show that these assumptions are superfluous, given principles needed independently to explain cross-linguistic variation in the aspectual systems of adult languages of the world.

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

Friday 2:00 PM

Metcalf Hall (Large)

Spatial language in children with Williams Syndrome

Andrea Zukowski, Boston University/University of Delaware
Barbara Landau, University of Delaware

We examined spatial language in 8 children with Williams Syndrome (WS) - a genetic disorder characterized by relative preservation of language but profound spatial deficits. The children described 80 short videotaped motion events, as did 12 normal mental-age-matched children and 12 adults. The WS children produced excellent descriptions of figure (moving) and ground (stationary) objects, but were more likely than the control groups to omit mention of the ground object. They produced a wide variety of verbs appropriately, but were more likely than other groups to omit manners of motion (e.g., jumping, spinning), frequently substituting simple motion verbs (e.g., go or move). Some preposition uses matched adult patterns (e.g., on/onto), others matched performance of the child controls but differed from adult performance (e.g., low use of past/by/across), and some differed from both normal groups (substitution of over where others use through). These differences in spatial language among WS children raise the possibility that spatial deficits may give rise to correlated deficits in spatial language.

Friday 2:30 PM

Metcalf Hall (Large)

**Word formation in children with Williams Syndrome (WS):
Evidence from noun plurals and compounding**

Harald Clahsen and Mayella Almazan, University of Essex

We will examine potential dissociations between lexical and grammatical knowledge in WS by investigating noun plurals and plural formation inside compounds in 4 English-speaking WS subjects. Results from three elicited production and one comprehension experiment will be reported. We found that WS subjects use the regular -s plural excessively, even in conditions in which unimpaired children would typically not use the plural -s. For example, app. 30% of the nouns that take irregular plurals in English had -s plural overgeneralizations in the WS data, and 45% of their compounds had regular plurals inside (rats-eater). We will argue that the excessive use of the regular -s plural results from impairments of the lexical system and/or its access mechanisms. WS subjects often fail to retrieve irregular plural forms of particular lexical items and this yields overapplications of -s. Moreover, the ordering constraint which prohibits regular plurals inside lexical compounds in English has not been acquired by our WS subjects indicating that the lexical system is less structured in WS than in unimpaired subjects.

**Neurobiological mechanisms of language acquisition
in Sturge Weber Syndrome**

Stella de Bode and Susan Curtiss, University of California, Los Angeles

Sturge Weber Syndrome (SWS) is a neurodevelopmental disorder. However, as we have argued previously (Curtiss and de Bode, 1997), developmental abnormalities, contrary to a long-held belief, do not always lead to worse cognitive outcomes as compared to acquired disorders. Moreover, we hypothesize that within the heterogeneous group of developmental pathologies, SWS represents a separate population distinguished by an increased chance of developing normal language and less impaired cognition than other developmental disorders. In SWS interhemispheric connectivity and inhibition are still functional in contrast to disorders affecting neuronal migration. We will therefore propose an account of the neurobiology underlying language acquisition in which interhemispheric inhibition and axonal loss will be hypothesized to contribute to the process of language acquisition and progressive lateralization in both clinical and normal populations. In support of this account a case study of a seven-year-old girl with SWS will be discussed and compared to other Sturge Weber cases reported in the literature.

B R E A K : 3 : 3 0 — 4 : 0 0

Acquisition of binding in Arabic

Naomi Bolotin, University of Kansas

Twelve Saudi children aged five through thirteen were tested on their knowledge of Principles A and B. As was found in studies of binding in other languages, subjects did better at selecting the correct antecedent for Principle A structures (94%) than for Principle B ones (35%). At the same time, the fact that these subjects achieved no higher than 60% accuracy on the Principle B sentences, even though half of them were aged ten or older, was surprising. Two possible explanations will be discussed: that knowledge related to Principle B comes online later than previously assumed, or that language-particular facts about Arabic delay acquisition of binding.

**The role of the clitic-pronoun distinction in
the acquisition of pronominal coreference**

Sergio Baauw, Utrecht University

Acquisition research has shown that in many languages children have difficulties disallowing coreference in such local environments as (1), a phenomenon that is sometimes referred to as the "Delay of Principle B Effect" (DPBE).

- (1) The girl is pointing at her

It has been claimed, however, that this delay does not show up in children acquiring Spanish and Italian (Padilla, 1990; McKee, 1992). McKee (1992) has argued that the absence of the DPBE in these languages is related to the clitic status of Italian (and Spanish) weak pronouns, which by moving out of the VP, extend the binding domain of pronouns to the IP. English speaking children, on the other hand, initially misconstrue the VP as the minimal governing category, since in English pronouns remain inside the VP.

In this talk experimental evidence from Dutch will be presented showing that this account cannot be correct. Dutch (reduced) weak pronouns like *m* 'him' obligatorily move out of the VP to a position beyond such sentential adverbs as *waarschijnlijk* 'probably' and *denk ik* 'I think', yet Dutch children do show a DPBE in sentences such as (2).

- (2) Het jongetje heeft in denk ik geverfd.
The boy has him think I painted

We will present an alternative account of the absence of a DPBE in Spanish and Italian, which capitalizes on the fact that Spanish and Italian object clitics are Ds, unlike Dutch weak pronouns, which will be argued to be DPs.

**Lack of clitic-pronoun distinctions in
the acquisition of Principle B in child Greek**

Spyridoula Varlokosta, Panayiota Karafoti and Varvara Karzi,
University of Athens

It has been argued in the acquisition literature that the presence of the so-called Delay of Principle B Effect (DPBE) in English is due to processing or pragmatic rather than syntactic factors (Chien & Wexler, 1990; Grimshaw & Rosen, 1990; Grodzinsky & Reinhart, 1993, among others), while its absence in Italian is due to the different binding domains in English and Italian (McKee, 1992) or the different mechanisms of checking clitics and pronouns (Baauw, Coopmans & Philip, 1997).

In this paper, we report the results of the first experimental investigation on the acquisition of pronominal reference in Greek, a language that allows both object clitics and full pronouns. We show that the DPBE is not effective in child Greek clitic contexts, in accordance with McKee's (1992) results for Italian but unlike what has been reported for Spanish clitic pronouns in Baauw, Coopmans & Philip (1997). We argue that the crosslinguistic differences are due to the language-specific properties of object clitics. Furthermore, we present evidence that the DPBE is absent in the Greek full pronoun contexts and we trace the lack of clitic-pronoun distinctions in child Greek to the fact that full pronouns in Greek are deictic elements.

FRIDAY AFTERNOON: SESSION B CONFERENCE AUDITORIUM

Friday 2:00 PM

Conference Auditorium

**Variation and emerging faithfulness in
phonological acquisition**

Daniel A. Dinnsen and Laura W. McGarrity, Indiana University

A certain type of intra-word variation poses special problems in children's early speech. In particular, some children produce /s/ correctly ([sup] 'soup') but replace it with [θ] in related words ([θupi] 'soupy'). Other children do just the reverse ([θup] and [supi]). The presence/absence of an affix appears to condition the alternation, even though the affected segment is not adjacent to the trigger. Also, given the reverse effect for different children, no inherent relationship can be established between the affix and the error. Optimality theory offers a solution by appealing to different types and rankings of faithfulness. The purpose is (a) to document this sort of variation, and (b) to formulate an optimality theoretic account and typological characterization. Representative case studies illustrating different instances of the typology are drawn from an archival investigation of children with phonological delays (ages 3;4-7;5). Further implications are considered for acquisition and theory. [NIH DC01694]

Friday 2:30 PM

Conference Auditorium

**An argument for adjuncts:
Evidence from a phonologically disordered system**

Jessica Barlow, San Diego State University

This paper discusses the asymmetrical development of word-initial consonant clusters exhibited by a child with a phonological disorder. Data from Subject 2 (age 3;11) immediately following clinical intervention illustrate that only /s/ clusters (i.e., /s/ + stop and /s/ + sonorant clusters) surface correctly, while all other target clusters are reduced to singletons. To account for the unusual patterning of the /s/ clusters, it is argued that they surface with [s] as an adjunct

to the syllable, rather than as part of a complex onset. Presence of such sequences to the exclusion of other (true) clusters is accounted for within optimality theory, where high-ranking constraints on syllable structure, minimal distance, and sonority sequencing prevent true clusters from surfacing but not adjuncts. Markedness and order-of-acquisition facts are discussed relative to the account. Specifically, it is argued that structural representations play an important role in determining markedness relationships.

Friday 3:00 PM

Conference Auditorium

Learning and the representation of complex onsets

Judith A. Gierut, Indiana University

This paper examines children's acquisition of consonant clusters relative to the Sonority Sequencing Principle for insight into the emergence of the representational structure of complex onsets. Three experiments involving children with phonological delays were designed to manipulate aspects of the Sonority Sequencing Principle in acquisition of true clusters, adjunct sequences, and three-element clusters. The main finding across studies was that distinct patterns of learning were associated with the different types of clusters. True clusters were characterized by gradient learning, whereas adjunct sequences were characterized by within-class generalization. Three-element sequences were most facilitative to acquisition because both gradient learning and expansion of the phonemic inventory were observed. These differential learning patterns are suggestive of a systematic course of change in the representation of onsets in acquisition. [Supported by NIDCD 01694]

B R E A K : 3 : 3 0 — 4 : 0 0

Friday 4:00 PM

Conference Auditorium

**Incomplete L1 acquisition:
The morphosyntax of Kaspar Hauser**

Mark L. Loudon, University of Texas-Austin

This paper will present an analysis of the morphosyntactic features of the German of the severely isolated child Kaspar Hauser (ca. 1811-1833) on the basis of the earlier unedited and previously unanalyzed fragment of his autobiography (approximately 3500 words). We will examine a number of morphosyntactic features, including word order, especially verbal placement, verbal and nominal inflection, and deleted elements. What the data show is a state of language knowledge similar to that of a three- or four-year-old native German speaker (Clahsen's Phases IV and V), that is, incomplete, but consistent with what we find in German child interlanguage. These data will be evaluated

against secondary descriptions of Kaspar's speech, including direct quotes and Kaspar's own self-reported interlanguage, again pointing to a case of incomplete, but nonetheless normal, L1 development. In this way, Kaspar Hauser's situation differs from that of other well-documented isolated children, including Victor of Aveyron and Genie.

Friday 4:30 PM

Conference Auditorium

**Grammatical impairment in a new family with FLI:
The 'M' family**

Susan Curtiss, University of California, Los Angeles
David Kemmerer, University of Iowa
Pamela Klebaum, University of California, Los Angeles

FLI provides important evidence supporting a biological, domain-specific and modular basis to language. This paper reports on aspects of FLI in the 'M' family. The nuclear 'M' family has one affected parent (father) and 6 children, 4 of whom currently affected. Fifteen of 20 extended family members across 3 generations are affected. While describing several aspects of the FLI in this family, our paper concentrates on the profile of deficits in two family members: AM and KM. Each shows an impairment in the marking of finiteness in both the DP and IP across production, comprehension, and judgment. They use the relevant morphology inconsistently, producing many bare stems which would be ungrammatical in the adult grammar. Moreover, they demonstrate difficulty inflecting nonce nouns and verbs, suggesting that forms they produce bearing morphology may be stored in associative memory rather than generated by rule. Implications of these findings will be discussed.

Friday 5:00 PM

Conference Auditorium

**The contribution of heredity to early vocabulary and
grammatical development: A twin study**

Jennifer Ganger, University of Pittsburgh
Steven Pinker, Allison Baker and Sonia Chawla,
Massachusetts Institute of Technology

Environmental differences are known to have a significant influence on variation in language development. However, the potentially important contribution of genetic differences, or heritability, has only begun to be explored. We report results from a longitudinal twin study showing that there is a heritable component in early language development.

We compared identical and fraternal twins on the development of early (productive) vocabulary development and first word combinations, using parent-kept diaries as the source of data. Identical twins were more similar than fraternal twins for all of these measures. However, vocabulary growth showed very small

heritability ($h^2 = .09$) and large effects of shared environment ($c^2 = .90$), while first word combinations, the first signs of syntax in the child's speech, had very high heritability ($h^2 = .84$) and no effect of shared environment. The difference in heritability suggests that these processes reflect fundamentally different abilities or are learned in different ways.

FRIDAY AFTERNOON: SESSION C

TERRACE LOUNGE

Friday 2:00 PM

Terrace Lounge

**Periphrastic questions and the acquisition of
'simple inversion' in French**

Bernadette Plunkett and Cecile de Cat, University of York

In this paper we will demonstrate that periphrastic questions involve Inversion in early European French and that such questions are thus correctly predicted to emerge along with other types of Inversion. The syntactic status of periphrastic questions, as in (1), is unclear. They may be complex sentences involving a type of inversion, or monoclausal, employing an unanalysed 'routine' *Wh+est-ce quelqui*.

1. Qu'est-ce que tu veux ?
'What do you want?'

Each syntactic analysis predicts a different acquisition pattern. De Villiers (1991) demonstrated a striking correlation between the acquisition of Inversion and of embedded questions in English. The paper examines data from the Leveillé corpus on CHILDES (MacWhinney, 1990) (Suppes et al., 1976) and from a new corpus of Belgian French. A similar correlation is found between the appearance of target-like periphrastic questions and indirect questions, confirming that the former require inversion.

Friday 2:30 PM

Terrace Lounge

**When an island is not an island:
Long-distance questions in Singapore Malay**

Gabriella Hermon and Norhaida Aman, University of Delaware

De Villiers et al. (1990, 1995) and Goodluck et al. (1989, 1992) have shown that children's early grammars are sensitive to innate universal constraints on movement, since children (at about age 4) observe Wh-islands and prohibit adjunct extraction from both relative clauses and temporal adjunct clauses. In this experiment, we set out to determine if children who speak Malay (an 'optional Wh-movement' language) also obey islands. We tested 31 children (mean age 4;10) using the pictured-story-based comprehension task of De

Villiers et al. on their knowledge of long distance WH adjunct questions. There were five different embedded structures in two conditions: Wh-in-situ and fully moved Wh. While 30 adult controls showed almost no island violations, children allowed Wh-movement out of islands quite freely. We will discuss the significance of these findings for a UG-based acquisition theory.

Friday 3:00 PM

Terrace Lounge

The acquisition of French WH revisited

Cornelia Hamann, University of Geneva

Three major findings emerge from the investigation of constituent questions in the spontaneous production of three French children. First, there are two acquisition routes. In their pronounced root infinitive stage, Philippe only uses fronted Wh-questions, whereas Augustin and Marie exclusively use Wh-in-situ. Second, neither fronted Wh nor Wh-in-situ occurs with a root infinitive. Third, whereas null subjects do not occur with fronted Wh, they are attested in Wh-in-situ to 37%. To understand this asymmetry, other question types are considered: yes-no questions and early German Wh-less constituent questions, which likewise admit null subjects. It is concluded that yes-no questions, German Wh-less questions, and French Wh-in-situ are best treated in a similar fashion: all three involve a base-inserted question operator which is different from the Wh operator. This difference can then account for the observed asymmetry.

B R E A K : 3 : 3 0 — 4 : 0 0

Friday 4:00 PM

Terrace Lounge

A cross-linguistic study of children's acquisition of object and substance words

Kaveri Subrahmanyam and Hsin-Hua Chen, California State University

We examined the interaction of information about ontological kind, expectations about labels, and language structure when children learn labels for objects and substances. Participants included English- and Mandarin-Chinese-speaking 3-, 4-, and 5-year-olds, as well as adults. Participants saw either an Object or a Substance in a Label or No-label task. In the Label task, we examined participants' generalization of novel labels in a neutral syntactic context ("Is this the dax?"); in the No-label task, we examined their judgments of similarity ("Is this the same as this?"). Results suggest that by 4 years of age, children have clear expectations for labels that are specific to naming contexts; furthermore, these expectations are language specific, such that English speakers expect labels to encode ontological kind information, whereas Chinese speakers expect labels to encode information about material composition.

Origins of the shape bias

Paul Bloom, Lori Markson and Gil Diesendruck, University of Arizona

A central finding in the study of word learning is the importance of shape: when given a new word that refers to an object, children tend to extend the word to other objects of the same shape, not the same size, color, or texture.

What is the origin of this shape bias? One proposal is that children treat shape as criterial because of their experience with names and how they are used. An alternative account is that the shape bias is rooted in a deeper understanding of kinds: children know that words refer to kinds and that an object's shape is an excellent cue to its kind.

We present evidence that children generalize artifact names on the basis of creator's intent. The shape bias exists for artifacts only because children believe that sameness of shape reflects sameness of intent. If children are provided with another explanation for sameness of shape, the shape bias disappears.

Two for one: Learning to count visitors differently from persons

Dean Sharpe, University of Toronto

Principles of numerical identity establish whether two putatively distinct entities are or are not the same one. For instance, even infants grasp that two physical objects appearing in different places at the same time cannot be the same physical object (e.g., Xu & Carey, 1996). However, two numerically distinct individuals in some kind might nevertheless be identified with the same physical object. For instance, two individuals in a situation-restricted kind (e.g., visitor, customer, passenger, patient) might be counted in association with one person. Two experiments explored adults' (N = 24) and 5- to 8-year olds' (N = 28) grasp of a scenario in which one person visits a zoo twice in one day. Adults overwhelmingly stated that the zoo would count two visitors in association with the person, while children readily stated that the zoo would count two visits, but were less willing to state that the zoo would count two visitors. We discuss the results in relation to developmental constraints on the notion of a countable entity (e.g., Shipley & Shepperson, 1990), and the interpretive structures that support reference to individuals in different kinds.

D I N N E R B R E A K : 5 : 3 0 — 8 : 0 0

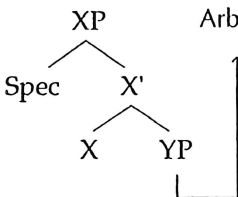
PETER JUSCZYK

Johns Hopkins University

WORD SEGMENTATION ABILITIES AND THEIR
CONTRIBUTION TO LANGUAGE ACQUISITION

Reception to follow in Metcalf Hall (Small)

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Saturday 9:30 AM

Metcalf Hall (Large)

**Adjectives really do modify nouns:
24- and 36-month-olds' acquisition of adjectives**

Toben H. Mintz, University of Southern California

Lila R. Gleitman, University of Pennsylvania

Prior research reports that children up to 3-years-old map novel adjectives to object properties only in very limited situations (Gelman & Markman, 1985; Taylor & Gelman, 1988; Hall, Waxman, & Hurwitz, 1993; Klibanoff & Waxman, 1997; Waxman & Markow, 1997). Yet we know by 24-months children use adjectives. In three experiments, we propose two necessary requirements for early adjective acquisition: both rich cross-situational and syntactic information. We claim previous experiments failed to find robust adjective acquisition because one or both of these information sources was excluded. Experiments 1 & 2 show that 24- & 36-month-olds learn adjective-to-property mappings when given multiple examples of the mapping, and when object names are used. Experiment 3 shows that, while necessary, multiple exemplars are not sufficient for early adjective learning. Rather, children's initial learning about the semantics of novel adjectives is affected by syntactic properties of the noun phrase in which they appear.

Saturday 10:00 AM

Metcalf Hall (Large)

**Children's use of syntactic and semantic information
in learning proper names**

Cristina M. Sorrentino, Massachusetts Institute of Technology

Children can use the perceived animacy of the referent of a new word to make a proper name interpretation of the word (Gelman & Taylor, 1984; Hall, 1994; Katz, Baker & Macnamara, 1974). We examined children's ability to use mental verb attribution — an abstract, semantic cue to animacy — to guide children's proper name learning. Our results suggest that two-year-olds can use both perceptible animal features and abstract cues to animacy, such as mental verb attribution, to learn proper names. Our results also suggest that as children grow older, the animacy of the referent of a word is not necessary for proper name learning. Four-year-olds are able to rely on syntax alone to make a proper name interpretation of a new word for an object which is not an animal.

**Young children recruit multiple sources
of information to learn words**

Megan M. Saylor, Mark A. Sabbagh and Dare A. Baldwin,
University of Oregon

We investigated the relationship between two kinds of information that children might use to learn names for parts of objects: the Mutual Exclusivity constraint (ME), and linguistic contrast. In short, ME guides children away from attaching a novel label to a familiar whole object, thereby compelling them to attach the label to a salient part (Markman & Wachtel, 1988). Linguistic contrast refers to parents' tendencies to label novel parts of objects only after providing the name for the whole object (Masur, 1997). In this study, 3- and 4-year-old children heard novel labels in the presence of familiar items with novel parts. The labels were provided either with or without linguistic contrast information. Results showed that the presence of contrast information was critical to children's learning of part terms. These findings suggest that multiple sources of information are necessary to guide children's word learning.

B R E A K : 1 1 : 0 0 — 1 1 : 3 0

Creolization in zebra finch song: Improving on the input?

Inge-Marie Eigsti, Elissa L. Newport, Richard N. Aslin, Ernest J. Nordeen,
University of Rochester
Heather Williams, Williams College
Kathy W. Nordeen, University of Rochester

Young males of many avian species require exposure to species-typical song within a critical period in order to sing normally. Acoustically isolated birds eventually sing, but in an atypical fashion. This study asked whether a second generation of birds learns atypical input from tutors or acquires a more species-typical song. Improvement in song is potentially comparable to 'creolization,' a process in human language learning in which children exposed to a reduced or inconsistent input language regularize their production of that language. Such enrichment may be part of a more general phenomenon in the learning of species-typical behaviors. Songs of isolate-reared zebra finches and their offspring were compared to those of normal birds. Young male finches fathered by isolates and raised in an aviary with both isolate-reared and normal males appeared to produce fewer isolate song characteristics than their fathers. This reduction of isolate characteristics fits with four possible interpretations, including creolization.

Creolization: Could adults really have done it all?

Carla L. Hudson and Elissa L. Newport, University of Rochester

Recent work on creoles implicates adults as the main contributors of structure. However, establishing where structure originated does not explain how it came to be regular. To investigate whether adults could have been the source of regularization, we exposed adults to an inconsistent artificial language. Input sentences contained determiners 45%, 60%, 75%, or 100% of the time. Subjects were tested on general structural properties of the language and determiner usage. Judgments did not differ by exposure. Subjects were also asked to produce utterances. Here, the groups' responses differed. Subjects exposed to less consistent input produced determiners as often as they had heard them. In contrast, some subjects who received more consistent input produced more determiners than their input contained. This indicates that adults could have produced the regularity of creoles only if the antecedent pidgins were fairly consistent, but not if they were as irregular as is generally believed. This suggests children contributed to the creolization process.

SATURDAY MORNING: SESSION B CONFERENCE AUDITORIUM

**Compounds and complex predicates:
Japanese evidence for a "global" parameter**

Nobuhiro Miyoshi, University of Connecticut

The objective of this paper is to evaluate the parametric predictions of Snyder (1995) for children's acquisition of Japanese. One of the central issues in the generative study of language acquisition is the relationship between acquisition and cross-linguistic variation. Snyder (1995) argues, based on acquisitional and cross-linguistic evidence, for a single global parameter relating complex predicates and morphological compounding. The resulting acquisitional prediction is that children learning Japanese will acquire novel compound-formation at least as early as, and indeed at approximately the same time as, the complex predicates of Japanese. To test this prediction, a case-study has been conducted on the longitudinal Japanese corpus for Aki (Miyata, 1995), available through CHILDES (MacWhinney & Snow, 1990). The results bear out the predictions from Snyder (1995). Aki acquired complex predicates very soon after acquiring compounding as a productive process.

**Cross-linguistic differences in children's syntax
for locative verbs**

Meesook Kim, Barbara Landau and Colin Phillips, University of Delaware

In this paper, we examine the syntactic structure and acquisition of locative verbs in English and Korean, using an elicited production task. It has been reported that English-speaking children show syntactic errors with the locative verb *fill*, which encodes the Figure as direct object in incorrect contexts, resulting in errors such as "*I filled water into the glass" (Figure-frame) (Gropen et al., 1991). This pattern, children's Figure-frame bias, is due either to the perceptual salience of a manner-of-motion (Gentner, 1978; Gropen et al., 1991), or to the frequency of a manner-of-motion verb (Bowerman, 1982). We presented native English- and Korean-speaking children ages 33-48 months with videotaped scenes depicting a range of locative events. Their descriptions showed striking syntactic differences: Korean-speaking children showed a strong Figure-frame bias, whereas English-speaking children did not. This contrast was also found in adult speakers of Korean versus English. Assuming universal syntax-semantics mapping rules, the question arises how young children learn these very different syntactic patterns so early in acquisition. We suggest that the existence of this early observable morphological cue may help to explain the early target-like performance observed in our experiment.

**Evidence for early convergence from child Russian
and Catalan imperatives**

Veronique van Gelderen, Leiden University

John Grinstead, University of California, Los Angeles

Teun Hoekstra, HIL/Leiden University

Rivero and Terzi distinguish two classes of languages: in Class I languages, imperatives obligatorily move to C, while in Class II languages, imperatives behave like regular finite verbs. This movement is blocked by an intervening negation, causing the derivation to crash. Hence, there are no negative imperatives in Class I languages, but there are in Class II languages. Class II languages have Wackernagel particles, which must occur in second position to be licit. In first position there may be a topicalized constituent, or, by last resort, the finite verb.

We investigated the children's use of imperatives in a Class I language, Catalan, and in a Class II language, Russian. In child Catalan, no negative imperatives occur. This reveals early knowledge of a) the requirement that imperatives move to C; b) negation blocks this movement. This knowledge must derive from UG. In child Russian, in contrast, negative imperatives occur, and the Wackernagel syntax is observed. This shows that children converge on the target values of parameters at a very early age.

*Saturday 11:30 AM**Conference Auditorium***Finiteness markers and past-tense morphology
by French-speaking children with SLI**

Celia Jakubowicz and Lea Nash, CNRS, Université Paris

This paper aims to investigate the use of finiteness markers and past tense morphology by French-speaking children with SLI. In French, a Romance language, the categorial feature of T is pronominal. Unlike most Romance languages, it is checked by a nominative clitic rather than by personal suffixal inflection on finite verbs. Distinct Tense markers (spelling out the present-past contrast) are not affixed on conjugated forms: they are absent in the present forms and surface as an auxiliary in the past (*Passé Composé*) tense. In former work we have shown that nominative clitics are preserved in French-speaking children with SLI. The results of an experiment on production and comprehension of present and past tense forms confirm that SLI children have no problems expressing Finiteness in French, but are (some children more severely than other) restricted to spelling out overt Tense morphemes. We argue that the 18 SLI children we tested have the abstract representation of the Past Tense. The corresponding morpheme is an auxiliary in Spoken French, and surfaces independently of Finiteness markers, nominative clitics. While these children have no problems with Finiteness, all but four show different degrees of deficiency in spelling out the Tense morphemes: they completely omit them, or they fuse them with the nominative clitic, or they replace the tense morpheme by aspectual light verbs, or employ copulative resultative constructions in the present tense.

*Saturday 12:00 NOON**Conference Auditorium***On-line lexical processing in specifically language impaired
and normally-developing children**

Melanie Jones and Heather van der Lely, University of London

This paper investigates on-line lexical processing of regular and irregular verbs, nouns and primary auxiliaries in SLI subjects (age 11;1 to 18;0) and normally-developing children matched on language (age 6;11 to 9;7) or age. An auditory-auditory lexical decision task assessed the effects on lexical access of primes related morphologically, semantically, phonologically or syntactically by tense (*is-was*) or agreement (*am-is*). All the groups showed that morphological, semantic and syntactic, but not phonologically related primes significantly facilitated lexical access. Regular and irregular morphology did not differentially effect lexical access. Relative differences between the amount of facilitation with primes related morphologically, semantically, and

syntactically suggest that this task may only be tapping semantic associations. These data provide new evidence that SLI subjects' auditory lexical processing and access is not slower than or significantly different from normally developing children, even for auxiliaries. However, greater facilitative effects of frequency and syntactically related primes were found for the SLI subjects and younger LA controls in comparison with the older controls. We discuss the implications of the findings for lexical access versus representation and theories of normal and impaired language acquisition.

SATURDAY MORNING: SESSION C

TERRACE LOUNGE

Saturday 9:30 AM

Terrace Lounge

**Finiteness and variability in SLA:
More evidence for the Missing Inflection Hypothesis**

Philippe Prévost, Laval University
Lydia White, McGill University

The Missing Inflection Hypothesis (MIH) proposes that L2 learners have knowledge of syntactic projections and features underlying finiteness. However, learners have a low level morphophonological deficit; when in doubt, they resort to nonfinite forms. The Local Impairment Hypothesis (LIH) claims that L2 inflection is essentially impaired, due to lack of finiteness features. These views make different predictions for adult L2 acquisition: (i) MIH predicts that nonfinite forms will act as substitutes for finite forms but not vice versa; LIH predicts randomness in use of finite and nonfinite morphology; (ii) MIH predicts that where finite forms are used, agreement will be appropriate; LIH predicts errors of agreement; (iii) MIH assumes interlanguage grammars will reflect syntactic consequences of finiteness, in contrast to the LIH. We examine spontaneous production data from adult learners of French and German, showing that finite forms do not occur in nonfinite contexts, that inflected forms largely show accurate agreement, and that learners exhibit syntactic reflexes of finiteness. These results support the MIH.

Saturday 10:00 AM

Terrace Lounge

Suppletive agreement in second language acquisition

Donna Lardiere, Georgetown University

Although the acquisition (both native and nonnative) of suppletive verbal paradigms (e.g., for copular/auxiliary *be* in English or *sein* and modals in German) has been widely observed to precede the acquisition of regular lexical

verb paradigms, the production of such forms in acquisition data is routinely discounted as evidence of productive feature-marking (and hence, of the presence of a fully-specified [+ strong] feature in IP/AgrP in the acquirer's syntactic representation). The exclusion of these data seems to rest on an assumption that only regular paradigms are productively rule-governed and thus relevant for syntactic derivation.

An examination of suppletive versus regular morphology in longitudinal naturalistic L2 production data strongly confirms previous observations regarding the primacy of suppletive paradigms; moreover, the syntactic effects theoretically associated with (only) regular verbal paradigms (e.g., knowledge of AGR 'feature strength') are clearly present despite the virtual omission of regular agreement suffixation in obligatory contexts. These findings pose a challenge to theoretical models which assume that syntactic development is contingent on the acquisition of regular morphology, and furthermore suggest that the sharp distinction usually drawn between regular versus irregular morphology may be irrelevant to syntactic feature-checking.

Saturday 10:30 AM

Terrace Lounge

Abstract features in L2 competence

Maria-Luise Beck, Lynn Eubank, Brian Callarman, Susan Hanke, David Melvin,
Nancy Nelson and Mitch Smith, University of North Texas

In this study, we examine the effects of the verbal *be-* prefix in the adult L2 grammar of German. In native grammars, *be-* induces not only transitivity, but also the requirement that subjects are Agents and that objects are "totally affected" (à la Jackendoff 1990). For different levels of English-speaking L2 learners and for native speakers, we test three questions: whether subjects recognize (1) the Agent-subject requirement, (2) the transitivity requirement and (3) the "totally affected" requirement on objects. Native results are consistent with expectations, but the non-native data evince a subject-object asymmetry: they recognize the Agent-subject requirement, but fail on the transitivity requirement and especially the "totally affected" requirement. For the Agent-subject findings, we assume that native-language transfer plays a significant role. The object-related findings suggest, however, that L2 learners may be incapable of discerning new morphosyntactic features.

B R E A K : 1 1 : 0 0 — 1 1 : 3 0

**Age differences in second language acquisition in
the immersion setting: The dominant language
switch and maintenance hypothesis**

Gisela Xiangdong Jia, City University of New York
Doris Aaronson, New York University

It has been repeatedly demonstrated that the earlier people are exposed to L2 by immigrating to a new country, the more proficient they are in L2 in the long run. Such findings have often been interpreted as evidence for the Critical Period Hypothesis. We question such an interpretation on two grounds: 1) L2 learners' L1 proficiency has not been taken into account; 2) their language environment has not been examined. In a lab study with 48 adult native Mandarin speakers who had been in the US for at least five years, we found that early arrivals performed significantly better on a L2 (English) grammaticality judgment task than on a matched L1 (Mandarin) task. Late arrivals exhibited the opposite tendency. In a longitudinal study with 11 native Mandarin speakers who arrived in the US between ages 5 and 16, we found that younger subjects switched their language preference and use from L1 to L2 due to factors including L1 proficiency, social skills and cultural preference. Such a dominant language switch exposed them to richer L2 environments but poorer L1 environments when compared to older subjects who maintained their L1 dominance.

**Preliterate children's syllabification of
intervocalic consonants**

Tania Zamuner and Diane Ohala, University of Arizona

Previous research has shown that adult syllabification of intervocalic consonants depends on at least three factors: vowel quality, consonant type, and orthography. The current study asked whether these effects are mirrored in children with no reading or writing skills. Children performed a task that involved pausing between the syllables of a disyllabic word. The location of intervocalic consonants with respect to the pause was noted. Predictions were that children's syllabification would be affected by vowel quality and consonant type but not by orthography. Results show that children's syllabifications are similar to adults: medial consonants affiliated to the first syllable in words with lax vowels and liquid or nasal consonants. However, in contrast with adults, children's syllabifications were unaffected by orthography. Words with single versus double letter consonants were not differentially syllabified, supporting the hypothesis that these consonants' spelling is arbitrary and only influences syllabification when knowledge of orthography is gained.

LUNCH BREAK : 12:30 — 2:00

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LUNCHTIME SYMPOSIUM

Metcalf Hall (Large): 12:45 — 2:00

'Wug' is a Magic Word: Celebrating Jean Berko Gleason's Contributions to the Study of Input, Politeness, Morphology, and the Lexicon

Four leading scholars of language acquisition will speak, each on one of the four topics launched by Jean Berko Gleason's research. The talks will all explore current understandings of how children acquire skills in these areas, highlighting Gleason's contributions to the field. The presentations will provide, not just information about recent research findings in each of these areas, but also a perspective on how these topics are interrelated through an understanding of parent-child interaction and the importance of explicit and implicit information about the structure and the function of language from children's varied interlocutors. The symposium is convened by Catherine Snow, Harvard Graduate School of Education, who will also serve as discussant.

The speakers and their topics are:

Erika Hoff-Ginsberg
Florida Atlantic University
Older Siblings as Part of the Context of Language Acquisition

Judith Becker Bryant
University of South Florida
Perspectives on Pragmatic Socialization

Ann Peters
University of Hawaii
Salience, Analogy, and 'Rules' in the Acquisition of Morphology

Eve Clark
Stanford University
What Children Know about Word-formation

All conference attendees are welcome.

FRIDAY, November 6th

All sessions in the George Sherman Union

Session A

Metcalf Hall (Large)

Session B

Conference Auditorium

Session C

Terrace Lounge

9:00	KEGL, J.; MORGAN, G.; SPITZ, R.; KYLE, J.: Attribution of verb agreement, argument structure and case marking to older Nicaraguan home signers is unwarranted	HOEKSTRA, T.; HYAMS, N.: The Eventivity Constraint and Modal References Effects in root infinitives	IMAI, M.; HARYU, E.: Word learning without aid from syntax: How do Japanese children learn proper nouns and common nouns?
9:30	TREVINO, E.; HAWAYEK, A.: Stages in the development of grammatical space	MATSUO, A.; HOLLEBRANDE, B.: The acquisition of Sequence of Tense in Japanese.	YAMASHITA, Y.: The acquisition of nouns and verbs in young Japanese children: Why do verbal nouns emerge early?
10:00	VAN DEUSEN PHILLIPS, S.; GOLDIN-MEADOW, S.; MILLER, P.: Narrative development without linguistic input	AVRUTIN, S.; BABYONYSHEV, M.; BRUN, D.: Aspect and its temporal interpretation during the Optional Infinitive stage in Russian	PRASADA, S.; CHOY, J.: The role of syntactic structure in the interpretation of proper nouns
B r e a k			
11:00	MORGAN, J.: Sensitivity to phonotactic probabilities in preverbal speech segmentation	LEVINE, G.: Gender assignment to German nonsense words: What does the native speaker know that the non-native speaker doesn't?	WAGNER, L.: Acquiring tense in form and meaning
11:30	NAZZI, T.; JUSCZYK, P.: Five-month-old infants' discrimination of languages	SORACE, A.: Initial states, end-states, and residual optionality in L2 acquisition	HUANG, C.: Past time reference in Chinese children's speech
12:00	BORTFIELD, H.; MORGAN, J.: Multiple sources of stress in infant-directed speech	KLEIN, E.; CASCO, M.: Optionality in English non-native grammars: Differences between L1A and L2A	OLSEN, M.; WEINBERG, A.: Innateness and the acquisition of grammatical aspect via lexical aspect

Lunch Break: 12:30 — 2:00

2:00	ZUKOWSKI, A.; LANDAU, B.: Spatial language in children with Williams Syndrome	DINSEN, D.; MCGARRITY, L.: Variation and emerging faithfulness in phonological acquisition	PLUNKETT, B.; DE CAT, C.: Periphrastic questions and the acquisition of 'simple inversion' in French
2:30	CLAHSEN, H.; ALMAZAN, M.: Word formation in children with Williams Syndrome (WS): Evidence from noun plurals and compounding	BARLOW, J.: An argument for adjuncts: Evidence from a phonologically disordered system	HERMON, G.; AMAN, N.: When an island is not an island: Long-distance questions in Singapore Malay
3:00	DE BODE, S.; CURTISS, S.: Neurobiological mechanisms of language acquisition in Sturge Weber Syndrome	GIERUT, J.: Learning and the representation of complex onsets	HAMANN, C.: The acquisition of French WH revisited

B r e a k

4:00	BOLOTIN, N.: The acquisition of binding in Arabic	LOUDEN, M.: Incomplete L1 acquisition: The morphosyntax of Kaspar Hauser	SUBRAHMANYAM, K.; CHEN, H.: A cross-linguistic study of children's acquisition of object and substance words
4:30	BAAUW, S.: The role of clitic-pronoun distinction in the acquisition of pronominal co-reference	CURTISS, S.; KEMMERER, D.; KLEBAUM, P.: Grammatical impairment in a new family with FLI: The 'M' family	BLOOM, P.; MARKSON, L.; DIESENDRUCK, G.: Origins of the shape bias
5:00	VARLOKOSTA, S.; KARAFOTI, P.; KARZI, B.: Lack of clitic-pronoun distinctions in the acquisition of Principle B in child Greek	GANGER, S.; PINKER, S.; BAKER, A.; CHAWLA, S.: The contribution of heredity to early vocabulary and grammatical development: A twin study	SHARPE, D.: Two for one: Learning to count visitors differently from persons

8:00 P.M. METCALF HALL (LARGE)

KEYNOTE ADDRESS

PETER JUSCZYK, John Hopkins University

Word segmentation abilities and their contribution to language acquisition

Dessert Reception to follow in Metcalf Hall (Small)

All conference attendees are welcome.

Session A

Metcalf Hall (Large)

Session B

Conference Auditorium

Session C

Terrace Lounge

9:30	MINTZ, T.; GLEITMAN, L.: Adjectives really do modify nouns: 24- and 36-month-olds' acquisition of adjectives	MIYOSHI, N.: Compounds and complex predicates: Japanese evidence for a 'global' parameter	PRÉVOST, P.; WHITE, L.: Finiteness and variability in SLA: More evidence for the Missing Inflection Hypothesis
10:00	SORRENTINO, C.: Children's use of syntactic and semantic information in learning proper names	KIM, M.; LANDAU, B.; PHILLIPS, C.: Cross-linguistic differences in children's syntax for locative verbs	LARDIERE, D.: Suppletive agreement in second language acquisition
10:30	SAYLOR, M.; SABBAGH, M.; BALDWIN, D.: Young children recruit multiple sources of information to learn words	VAN GELDEREN, V.; GRINSTEAD, J.; HOEKSTRA, T.: Evidence for early convergence from child Russian and Catalan imperatives	BECK, M.; EUBANK, L.; CALLARMAN, B.; HANKE, S.; MELVIN, D.; NELSON, N.; SMITH, M.: Abstract features in L2 competence
B r e a k			
11:30	EIGSTI, I.; NEWPORT, E.; ASLIN, R.; NORDEEN, E.; WILLIAMS, H.; NORDEEN, K.: Creolization in zebra finch song: Improving on the input?	JAKUBOWICZ, C.; NASH, L.: Finiteness markers and past-tense morphology by French-speaking children with SLI	JIA, G.; AARONSON, D.: Age differences in second language acquisition in the immersion setting: The dominant language switch and maintenance hypothesis
12:00	HUDSON, C.; NEWPORT, E.: Creolization: Could adults really have done it all?	JONES, M.; VAN DER LELY, H.: On-line lexical processing in specifically language impaired and normally-developing children	ZAMUNER, T.; OHALA, D.: Preliterate children's syllabification of intervocalic consonants

Lunch Break: 12:30 — 2:00

Luncheon Symposium

'Wug' is a magic word: Celebrating Jean Berko Gleason's contributions to the study of input, politeness, morphology and the lexicon.

Metcalf Hall (Large) 12:45 — 2:00. All conference attendees are welcome.

2:00	SAFFRAN, J.: Constraints on language acquisition: Evidence from artificial grammar learning	YAMANE, M.; CHEN, D.; SNYDER, W.: Subject-object asymmetries and children's left-branch violations	JUNG, E.: The acquisition of topic-prominent features in L2 Korean
2:30	MARCUS, G.; VIJAYAN, S.; RAO, S.; VISHTON, P.: 7-month-old infants can learn rules	MIYAMOTO, E.; WEXLER, K.; AKAWA, T.; MIYAGAWA, S.: Case-dropping and unaccusatives in Japanese acquisition	DEKYDTSPOITTE, L.; SPROUSE, R.; SWANSON, K.; THYRE, R.: Semantics, pragmatics and second language acquisition: The case of <i>combien ... de</i> extractions

B r e a k

3:30	KLIBANOFF, R.; WAXMAN, S.: Syntactic cues to word meaning: Initial expectation and the development of flexibility	YAMAKOSHI, K.: The acquisition of wh-questions: Wh-drop in child Swedish, Dutch, German, English, French and Japanese	MONTRUL, S.: The L2 acquisition of Agentive verbs of directed motion in English
4:00	SNEDEKER, J.; GLEITMAN, L.; BRENT, M.: The successes and failures of word-to-world mapping	VAN DER LELY, H.; BATTELL, J.: Wh-movement in specifically language impaired children	SLABAKOVA, R.: The complex-predicate/N-N compounding connection in L2 acquisition

B r e a k

5:00 P.M. METCALF HALL (LARGE)	PLENARY ADDRESS
<p>JANE GRIMSHAW, Rutgers University</p> <p><i>Learning and Optimality</i></p> <p>Wine and hors d'oeuvres reception to follow in the Metcalf Hall (Small)</p> <p>All conference attendees are welcome.</p>	

SUNDAY, November 8th

All sessions in the George Sherman Union

Session C

Terrace Lounge

Session B

Conference Auditorium

Session A

Metcalf Hall (Small)

9:30	JOSEFSSON, G.: Root infinitives and the licensing of null heads: Evidence from Swedish child language	DEMUTH, K.; LLEÓ, C.: Prosodic constraints on the emergence of grammatical morphemes	JOHNSON, C.; GIBNEY, K.: Coherence and complexity in 3- and 4-year-olds' narratives
10:00	SANO, T.: Developmental observations on the auxiliary <i>do</i> and the Optional Infinitive Hypothesis	CARTER, A.: More than meets the ear: Rethinking weak syllable omissions	SLOBIN, D.; OZCALISKAN, S.: Learning how to "search for the frog": Expression of manner of motion in English, Spanish, and Turkish
10:30	SIGURJONSDOTTIR, S.: Root infinitives and null subjects in early Icelandic	SHADY, M.; JUSZYK, P.; GERKEN, L.: Infants' sensitivity to function morphemes	GONSALVES, J.; FALMAGNE, R.: Cognitive prerequisites for modal verb acquisition
B r e a k			
11:30	BOTTARI, P.; CIPRIANI, P.; CHILOSI, A.; PFANNER, L.: The triggering problem in the acquisition of determiners: Data from Italian	HERTEL, T.; PEREZ-LEROUX, A.: The second language acquisition of Spanish word order for unaccusative verbs	NAKAMURA, K.: The acquisition of formal and informal language by Japanese preschool children
12:00	BECKER, M.: Syntactic and metric constraints on children's function morphemes	BRUHDE GARAVITO, J.: Adult SLA of <i>se</i> constructions in Spanish: Evidence against pattern learning	HOFF-GINSBERG, E.: What explains the SES-related difference in children's vocabularies and what does that reveal about the process of word learning?
12:30	MOORE, D.: Comparing comparatives	MÜLLER, N.; HULK, A.; JAKUBOWICZ, C.: Object omissions in bilingual children: Evidence for crosslinguistic influence	ANTHONY, A.; FULLER, N.: The role of classifiers in predicting English literacy skills among deaf adults

Lunch Break: 1:00 — 2:30

2:30	SARMA, V.: Scrambling in acquisition: SOV languages considered	DROZD, K.: Presuppositional quantification, Plausible Dissent, and the development of children's pragmatic competence	COMEAU, L.; GENESEE, F.; MENDELSON, M.: Bilingual children's repairs of communication breakdowns
3:00	SCHÖNENBERGER, M.: The acquisition of verb-placement in Swiss German	DROZD, K.; VAN LOOSBROEK, E.: Dutch children's interpretations of focus particle constructions	AUSTIN, J.: Evidence of early language differentiation in bilingual Basque children
3:30	BAR-SHALOM, E.: Evidence of early mastery of head movement in child Russian	MUSOLINO, J.: What every child doesn't know	DUSSIAS, P.: Parsing preferences in fluent Spanish-English bilinguals: Some preliminary findings

Saturday 2:00 PM

Metcalf Hall (Large)

**Constraints on language acquisition:
Evidence from artificial grammar learning**

Jenny Saffran, University of Wisconsin-Madison

Do statistical properties of language point towards syntactic structure? The present research explores the acquisition of linguistic phrase structure, asking whether within-phrase dependencies serve as statistical cues to phrasal groupings. The first experiment tested this hypothesis using an artificial phrase structure grammar adapted from Morgan and Newport (1981). Subjects heard sequences of sentences of nonsense words, with no semantic or prosodic cues to phrase boundaries. Although the only cues to phrase structure were within-phrase dependencies, subsequent testing revealed that subjects had begun to induce a phrase structure grammar. A second experiment explored constraints on learning by contrasting the acquisition of two different types of phrase structure: a dependency-based phrase structure akin to natural languages, versus an unnatural phrase structure that did not use predictive dependencies to mark phrases. The dependency-based language was learned more successfully than the language without dependencies. Interestingly, subjects exposed to the non-predictive language did not learn it veridically. Instead, learners created dependencies where none were available in the input. These findings raise the interesting possibility that natural languages possess within-phrase dependencies in part because human learning mechanisms utilize predictiveness to discover units like phrases.

Saturday 2:30 PM

Metcalf Hall (Large)

7-month-old infants can learn rules

G. F. Marcus, S. Vijayan, S. Bandi Rao, New York University
P. M. Vishton, Amherst College

A fundamental task of language acquisition is to extract abstract rules. In an artificial language task, we show that 7-month-old-infants listen longer to sentences with unfamiliar structures than to sentences with familiar structures. This discrimination cannot be performed by a system that is sensitive only to transitional probabilities, nor can it be performed by a popular class of simple neural network models. Instead, these results suggest that infants can represent, extract, and generalize rules.

Saturday 3:30 PM

Metcalf Hall (Large)

**Syntactic cues to word meaning:
Initial expectations and the development of flexibility**

Raquel Stote Klibanoff and Sandra R. Waxman, Northwestern University

Two studies examine preschoolers' use of syntactic cues to word meaning. In one study in which property interpretations and category interpretations were pitted against each other, 3- and 4-year-olds displayed different expectations for the meanings of novel nouns and adjectives, mapping nouns to categories and adjectives to properties. In another study in which a property interpretation was the only consistent interpretation available, 4-year-olds mapped novel nouns, as well as adjectives, to properties; in contrast, 3-year-olds mapped novel adjectives, but not nouns, to properties. We interpret this as evidence that although 4-year-olds appreciate syntactic cues to word meaning, they are able to look beyond their initial expectations and evaluate the information available. Together, these studies show that preschoolers are sensitive to syntactic cues to word meanings, and that with development they become more flexible in their interpretations. This ability to look beyond initial expectations when mapping words to meanings has important implications for theories of language and cognitive development.

Saturday 4:00 PM

Metcalf Hall (Large)

The successes and failures of word-to-world mapping

Jesse Snedeker, Lila Gleitman, IRCS/University of Pennsylvania
Michael Brent, Johns Hopkins University

This work examines: 1) how much information about word meaning is available from a cross-situational analysis of the contexts in which words occur and 2) whether the quality of information varies with the syntactic class of the target word. We find that adults can use the extralinguistic contexts of child-directed speech to learn nouns but not verbs. Word-to-world pairs contain misleading information about verbs causing Ss to converge on false targets more often than true ones. Signal detection analysis indicates that there is significant discriminability for noun targets but not for verb targets. Performance on a word is highly correlated with both concreteness ratings and the median age of acquisition. These results indicate that the information available in extralinguistic contexts can account for the predominantly nominal initial vocabulary of English learners. Furthermore, they suggest why the procedure might result in a less nominal vocabulary in other linguistic-cultural environments.

*Saturday 2:00 PM**Conference Auditorium***Subject-object asymmetries and
children's left branch violations**

Maki Yamane, Deborah Chen and William Snyder, University of Connecticut

This study examines three hypotheses on English-acquiring children's Left Branch Condition violations (LBV) in WH-questions, i.e., A) English children mislocate WH-expressions, and LBV's occur only from L-marked, (i.e., object) domain; B) they have Slavic parameter, and a number of LBV's occur both from subject and object domains; C) there is no linguistic motivation for their LBV's, and very few LBV's occur both in subject and object domains.

Among the utterances obtained in an elicited production task, there were only a few pure LBV's, and there were significantly more LBV's in subject questions than in object questions. Also, there were a number of LBV's with extra material like D(eterminer)-marked NP and medial WH-phrase. These results are not expected under Hypothesis A or B. Summing up, the finding supports Hypothesis C, i.e., English-acquiring children's LBV's are not caused by a grammatical/parametric factor, but by extragrammatical factors.

*Saturday 2:30 PM**Conference Auditorium***Case-dropping and unaccusatives in Japanese acquisition**Edson T. Miyamoto, Kenneth Wexler, Taikako Aikawa and Shigeru Miyagawa,
Massachusetts Institute of Technology

Children learning Japanese omit case-markers with high frequency (e.g., Clancy, 1985). But omission itself can be informative as we show that most omissions of NOMinative "ga" by a child are in unaccusative contexts, suggesting that this child differentiates subjects of unaccusatives from subjects of other types of verbs, even though both are marked as NOM in adult language.

The following are observations about case-marking in Japanese.

- NOM on subjects cannot be omitted (Kuno, 1973)
- case can be omitted on an internal argument adjacent to the verb (Saito, 1985)
- the subject of unaccusatives in Japanese begins as the internal argument of the verb (Miyagawa, 1989). This observation accounts for NOM dropping with unaccusatives being less marked than with other types of verbs.

As in previous work, our analysis of Aki's files in the CHILDES database (MacWhinney, 1991; Miyata, 1995) found a high rate of omission, but virtually no mistakes. In particular, NOM was dropped in 118 instances, 91% of which were arguments of unaccusatives, but only 34% of 85 overt NOMs occurred with unaccusative verbs.

B R E A K : 3 : 0 0 — 3 : 3 0

Saturday 3:30 PM

Conference Auditorium

**The acquisition of wh-questions: Wh-drop in child Swedish,
Dutch, German, English, French and Japanese**

Kyoko Yamakoshi, Cornell University

This study concerns the acquisition of wh-questions in children's speech, focusing on the dropping of question words in wh-questions (henceforth wh-drop). It is reported that wh-drop often occurs in child V2 languages (Swedish, Dutch and German). Similar wh-drop occurs in child English and French, whereas it appears not to occur in child Japanese. I suggest that wh-drop is related to two factors: one is properties of wh-words, the other is the presence of overt wh-movement. In V2 languages, English, and French, a wh-word in itself involves an operator, and wh-movement occurs overtly. I propose that children acquiring those languages incorrectly move a null operator, rather than a wh-operator, to CP specifier position; hence wh-drop questions appear. In Japanese, a wh-word is a variable and wh-movement does not occur overtly. Thus children acquiring Japanese do not incorrectly move a null operator, and as a result, no wh-drop questions appear in child Japanese.

Saturday 4:00 PM

Conference Auditorium

Wh-movement in specifically language impaired children

Heather K. J. van der Lely and Jackie Battell, University of London

This paper tests the proposal that SLI subjects have optional movement (RDDR account, van der Lely, 1997) by investigating Wh-movement in 16 SLI subjects and 24 younger language ability (LA) controls. The RDDR/optional movement account predicts that SLI subjects should have particular problems with object questions and predicts deficits with both Wh-feature and Wh-operator movement. We elicited 36 questions balanced for subject and object and Wh-words (Who, Which, What). The SLI subjects were significantly impaired in producing subject and object questions and, in contrast to the LA controls, produced significantly fewer grammatical object than subject questions. Error analysis revealed that all the SLI children had problems with both Wh-feature and Wh-

operator movement. However, they could produce some correct subject and object questions. We conclude that Wh-movement is available to SLI subjects, but is optional. This supports the RDDR account of SLI. We discuss the possible underlying nature of a grammar which could cause such optionality and the implications for normal and impaired language acquisition.

SATURDAY AFTERNOON: SESSION C

TERRACE LOUNGE

Saturday 2:00 PM

Terrace Lounge

The acquisition of topic-prominent features in L2 Korean

Euen Hyuk Jung, Georgetown University

The present study investigated a relationship between English learners' Korean L2 proficiency levels ("beginning," "intermediate," and "advanced" levels) and their use of topic-prominent features (i.e., zero anaphoras, topic markers "(n)un," and double subject constructions) in L2 oral productions. The results show a general shift in the use of subject-prominent (SP) to topic-prominent (TP) features in Korean L2 acquisition according to the learners' L2 proficiency: learners with lower proficiency tended to transfer SP features to their Korean interlanguage, and with increasing proficiency learners gradually showed a decrease in the use of such features and an increase in the use of TP features in L2 productions. The present findings did not support the claim made by Fuller and Gundel (1987) regarding the early universal TP stage in L2 acquisition, but supported the claim made by Heubner (1983), Rutherford (1983), and Schachter & Rutherford (1979) that learners tended to transfer their L1 features in L2 learning and that with increasing proficiency learners gradually become sensitive to the characteristics of the target language, approximating the target language norms.

Saturday 2:30 PM

Terrace Lounge

**Semantics, pragmatics and second language acquisition:
The case of *combien ... de* extractions**

Laurent Dekydtspotter, Rex A. Sprouse, Kimberly A. Swanson
and Rachel Thyre, Indiana University

Evidence from *combien...de* extractions shows that interpretation first relies almost exclusively on pragmatics. Only at a later stage are the interpretive peculiarities of split *combien* interrogatives acquired. Reliance on pragmatics is not to be equated with absence of grammatical knowledge since it is not clear how such peculiarities could be acquired without particular UG-governed interactions.

*Saturday 3:30 PM**Terrace Lounge***The L2 acquisition of Agentive verbs of directed motion in English**

Silvina Montrul, McGill University/State University of New York, Albany

This study tests the predictions of the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1996) with the L2 acquisition of agentive verbs of directed motion in English by Spanish- and Turkish-speaking learners. These verbs undergo a causative rule in English but not in Spanish and Turkish, and are different from change of state verbs that participate in the causative/inchoative alternation, which undergo an anticausative rule crosslinguistically (Levine & Rappaport Hovav, 1995). Results of a Picture Judgement Task and a Grammaticality Judgment Task show that lower level learners failed to transfer their L1 knowledge initially and accepted agentive verbs of directed motion in transitive configurations (*The captain marched the soldiers to the tent*), whereas higher level learners were *more* constrained by their L1 and rejected such sentences. These results suggest that the L1 plays an important role in L2 development but that full transfer *not always* precedes full access, as the FT/FA contends.

*Saturday 4:00 PM**Terrace Lounge***The complex-predicate/N-N compounding connection in L2 acquisition**

Roumyana Slabakova, University of Iowa

This paper investigates the Compounding Parameter in the L2 Spanish interlanguage of English and French native speakers in the context of contemporary theories for L2 learners' access to Universal Grammar (UG). Snyder (1995) argues that languages permit complex predicate constructions like Verb-Particles, Resultatives and Double Objects if and only if they can productively form N-N compounds. Snyder (1995) and Snyder and Stromswold (1997) argue that the appearance of various complex predicate constructions and productive N-N compounding are significantly correlated in the grammar of children acquiring English as their L1.

15 French and 15 English native speakers, intermediate learners of Spanish, completed a grammaticality judgment task with complex predicates as well as two tasks for testing their knowledge of compounding. Results indicate that both the hypothesis of contingency of acquisition of complex predicates and N-N compounding and the L1 transfer hypothesis are confirmed. Thus this experimental study argues against the Direct Access to UG approach (Epstein, Flynn and Martohardjono, 1996) and supports the Full Transfer/Full Access hypothesis (Schwartz & Sprouse, 1994, 1996).

JANE GRIMSHAW

Rutgers University

LEARNING AND OPTIMALITY

Reception to follow in Metcalf Hall (Small)

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*Sunday 9:30 AM**Metcalf Hall (Small)*

**Root infinitives and the licensing of null heads:
Evidence from Swedish child language**

Gunlög Josefsson, Lund University

Evidence supporting the null modal hypothesis of root infinitives in child language is presented. An analysis of Swedish child language indicates that children's use of tensed and infinite verb forms conforms to adult grammar. The proposed theory supports the strong continuity hypothesis; children seem to have the full set-up of functional categories already from the start, albeit that not all positions are filled with phonetic material.

A unified account for the licensing and identification of optionally empty heads, (C^0 , V^0 , P^0 , N^0) in the target grammar is presented. The children conform to the same licensing requirement of null heads as adults, but differ in the identification requirement, which states that null X^0 s must be licensed lexically. The null elements found in child language but disallowed in adult speech are thus not signs of a deficient grammar, but of a not yet fully acquired lexicon.

*Sunday 10:00 AM**Metcalf Hall (Small)*

**Developmental observations on the auxiliary *do* and the
Optional Infinitive Hypothesis**

Tetsuya Sano, Meiji Gakuin University

I discuss the agreement of the auxiliary *do* in child English, and support the Optional Infinitive Hypothesis, which says that bare forms in child English are infinitives (Wexler 1994). I examined whether bare forms occur in finite positions. The search through 9 children's corpora in CHILDES revealed that the rate of bare *do* with 3rd person singular subjects in questions is only 2.1%. In contrast, *don't* with 3rd person singular subjects is abundant. But, the use of "bare *do*" is not transferred from negation to question. The question error is only 2.3% even when the rate of the negation error is 56.3%. Thus, I argue: i) There are no bare finite forms. ii) The negation errors are spell-out mistakes, since all the errors are always with contraction. "Wrong *do*" in negation errors are not real bare forms (i.e., always followed by *n't*).

Root infinitives and null subjects in early Icelandic

Sigrídur Sigurjonsdóttir, University of Iceland

In this paper we explore the root infinitive stage in the acquisition of Icelandic. A number of properties are shared with the root infinitive stage in other languages: a) The phenomenon is entirely optional; b) the infinitive verb never raises past negation and c) never occurs in *wh*-questions, yes/no-questions or in topicalized structures; d) finite verbs raise and modal verbs are always finite; e) finally, Icelandic children use referential null subjects in root infinitives between 10%-45% of the time. These null subjects are analysed as PRO, whereas the referential null subjects we find in clause initial position with finite verbs are analysed as instances of topic-drop.

However, the root infinitive phenomenon in Icelandic also has special properties. First, as verb raising is obligatory in infinitival control complements in Icelandic, the children receive input in which the infinitive verb occurs both before and after negation, yet the children only place the infinitive verb after negation. Second, the Icelandic children produce root infinitives with the infinitival marker *ad*, which is not observed in other languages. As these constructions always have a lexical subject and a present progressive meaning, we claim that they are not root infinitives but finite present progressive structures where the auxiliary *vera* "be" has been dropped. Thus, when the children say: *Bangsi ad drekka* "Teddy to drink", it is parallel to when English-speaking children say: "Teddy drinking", where the finite auxiliary *be* is not overtly realized.

B R E A K : 1 1 : 0 0 — 1 1 : 3 0

The triggering problem in the acquisition of determiners: Data from Italian

Piero Bottari, University of Pisa/Univeristy for Foreigners of Perugia
Paola Cipriani, Anna Maria Chilosi and Lucia Pfanner, Univeristy of Pisa

Among the many questions the acquisition of the determiner system raises there are two which deserve particular attention. The first question is whether it is really true that in early multiword stages articles are unknown to children as studies supporting the pre-functional stage hypothesis generally suggest. Recent work on the acquisition of the determiner system has shown that children pay an early attention to the category article so that, virtually, no pre-functional stage needs be hypothesised as for nominal constituents. The second question, which has deserved less attention so far, is what is or are the specific properties of the determiners that trigger their emergence. Even though many properties of

these functors are still unknown, two main sets can be identified: semantic properties and syntactic properties. The former have to do with the kind of reference a nominal expression is associated with (i.e., definite versus indefinite), the latter with the pure formal function of identifying nominal arguments of predicates (i.e., in Longobardi's (1994) sense). Concerning acquisition then, two possible kind of triggers can be hypothesised: semantic triggers and syntactic triggers.

Basing on data from Italian, in the present paper we present evidence for the hypotheses 1) that no prefunctional stage exists as far as the determiner system is concerned and 2) that the syntactic properties of determiners play an essential triggering role early on. Basing on data from a group of 11 Italian SLI children, we will also discuss the possibility that semantic properties play a weak triggering role overall.

Sunday 12:00 NOON

Metcalf Hall (Small)

Syntactic and metric constraints on children's function morphemes

Misha Becker, University of California, Los Angeles

A striking fact about young children's speech is that children often omit function morphemes. Function morphemes tend to be unstressed and monosyllabic (i.e., weak syllables), and they form a syntactic class (functional heads). Do children then omit function morphemes for syntactic or prosodic reasons? In this paper I compare and evaluate two approaches to this problem: the view that the metrical structure (specifically, trochaic feet) of utterances restricts children's output forms (as proposed by Gerken (1991, 1996, i.a.)), and the view that omissions reflect syntactic regularities in the grammar, e.g., correlations between subject omissions and predicate nonfiniteness (as discussed in Hoekstra, Hyams & Becker, 1997; Hoekstra & Hyams, 1998).

Gerken shows strong experimental evidence that certain omission patterns can be better explained by a prosodic account than a syntactic one (e.g., why children omit the object determiner following a verb such as *catches* more frequently than after a verb like *kicks*, where these verbs are syntactically identical). Her predictions receive some support from object omissions in V+ing constructions in spontaneous and imitative speech. However, this approach does not account for robust correlations between subject preservation and verb finiteness. I will argue that a particular syntactic account makes a more precise (and correct) prediction for the pattern of subject determiner/pronoun omissions. Finally, I will discuss the crosslinguistic implications of both approaches, with respect to evidence from child Italian and French.

Comparing comparatives

Deanna Moore, University of Massachusetts, Amherst

This paper argues against previous claims that children have comprehension of the comparative construction. We present data from diary studies showing a broader distribution of comparative "than-phrases" which indicates that comprehension of the comparative is linked more to the "than-phrase" than to the adjective. The cases of interest are those such as:

- | | | |
|-----|----------|---|
| (1) | Abe 3;5 | I've got much than you do. (Kuczac 1976) |
| | Ross 4;1 | And she's very powerful than Darth Vader
(MacWhinney) |
| | Abe 3;8 | I bet we would be a winner than Joey.
Yeah and Joey will get there first than Jason.
Jason is a slowpoke. |
| | CHI 5;2 | We're badest cowboys than indians.
(Gathercole 1980) |

We claim that the child begins with a comparative "than-phrase" linked to a +gradeable feature rather than a +comparative feature, that it is a PP rather than a clause, and that it is at a later stage that this "than-phrase" is linked to the +er/more morpheme to create the fully adult representation.

SUNDAY MORNING: SESSION B CONFERENCE AUDITORIUM

*Sunday 9:30 AM**Conference Auditorium***Prosodic constraints on the emergence of
grammatical morphemes**Katherine Demuth, Brown University
Conxita Lleó, University of Hamburg

This paper examines crosslinguistic and individual variation in the emergence of grammatical morphemes from the perspective of prosodic constraints. First, it reports on findings from monomorphemic words, where children learning Germanic languages generally prefer early word shapes that conform to a binary foot (Sw), whereas children learning Romance languages allow for a preceding unstressed syllable ((w)Sw). We then consider the acquisition of grammatical morphemes, where we predict that determiners will appear earlier in languages like Spanish than in languages like English and German. We provide quantitative longitudinal data tracing the appearance of determiners in English, German, and Spanish, showing that this prediction is upheld. The paper concludes by showing how constraint-based analyses of children's early utterances can be extended to account for individual variation as well as the emergence of other types of grammatical morphology.

**More than meets the ear:
Rethinking weak syllable omissions**

Allyson Carter, University of Arizona

Phonological accounts of English-speaking children's weak initial syllable omissions (*nána* for *banana*, *raffe* for *giraffe*) are largely based on adults' perception of the presence or absence of such syllables and suggest that children's early word forms conform to metrical feet, resulting in deletion of unfooted syllables at a phonological level (Demuth, 1996; Gerken, 1996; Massar & Gerken, in press). The current study investigated whether any trace of the prosodic structure of the pretonic syllable remains despite omission of its segmental material. An acoustic analysis of imitations of two sentence types, one with a weak initial syllable, as in (a) *He kissed Lucinda* (reduced by subjects to (b) *He kissed inda*) and one without, as in (c) *He kissed Cindy*, revealed a significantly longer verb-to-name duration for sentence type (b) than type (c). These data suggest that although children appear to omit segmental material from unfooted syllables, they retain the overarching prosodic structure, rendering a purely phonological account insufficient, in favor of one that takes into consideration this separation of segments from prosody.

Infants' sensitivity to function morphemes

Michele Shady, State University of New York, Geneseo
Peter Jusczyk, Johns Hopkins University
LouAnn Gerken, University of Arizona

In a series of experiments designed to access infants' sensitivity to function words, 10.5-month-old English learning infants in a Headturn Preference Paradigm demonstrated a preference for passages that contained unmodified function morphemes over passages in which the function morphemes were changed to nonsense stressed syllables. Moreover, infants of the same age demonstrated this preference when the modified stimuli were changed to phonologically similar nonsense morphemes. In a third experiment, infants demonstrated no preferences in their listening times to unmodified stimulus passages or passages in which content words were changed to nonsense words that were similar in form. Finally, 10.5-, 12.5-, 14- and 16-month-old infants were tested on passages that either contained correctly placed function morphemes or misplaced function morphemes. Only 16-month-olds demonstrated a preference for the correctly positioned functors. These experiments suggest that infants first begin to track the phonological characteristics of function morphemes sometime during the first year of life and then only later become aware of their relations within sentences.

Sunday 11:30 AM

Conference Auditorium

**The second language acquisition of Spanish word order
for unaccusative verbs**

Tammy Jandrey Hertel and Ana Teresa Perez-Leroux,
Pennsylvania State University

This study investigates how the lexicon constrains the second language acquisition of Spanish word order. Unaccusative verbs, unlike other intransitives, exhibit VS word order in discourse neutral environments in Spanish. We conducted two experiments on the acquisition of Spanish word order by English speakers. Beginning learners, advanced learners and native speakers completed a grammaticality judgment task of unaccusative and unergative sentences with SV and VS order. While the beginners were unsure of the acceptability of inversion, they did demonstrate sensitivity to verb class. The advanced learners and the native speakers accepted all cases of inversion. The advanced learners were also compared with native speakers in their production of inversion in an oral narration task to evaluate inversion patterns within a set discourse structure. While both groups produced inverted sentences, the native speakers inverted more than the learners, suggesting incomplete acquisition of unaccusativity. This study further supports other evidence about the special nature of subjects of unaccusative verbs (Burzio).

Sunday 12:00 NOON

Conference Auditorium

**Adult SLA of *se* constructions in Spanish:
Evidence against pattern learning**

Joyce Bruhn de Garavito, McGill University

This paper examines whether advanced learners' competence mirrors that of native speakers in L2 acquisition. It looks at *se* constructions in Spanish, which include impersonal passives, impersonals and inchoatives. Although these structures share many characteristics they have very different properties. The impersonal passive NP which agrees with the verb behaves like an object while the NP in the inchoative *se* has subjectlike properties. The question is whether learners are able to acquire these properties given that the input consists mainly of similar strings. The subjects were French (n=20) and English (n=25) L1 learners of Spanish. There was also a native speaker control group (n=15). Two tests were administered: a grammaticality judgment task and a test similar to a truth value judgment task. Results show that subjects behaved in a way indistinguishable from L1 speakers.

**Object omissions in bilingual children:
Evidence for crosslinguistic influence**

Natascha Müller, University of Hamburg

Aafke Hulk, University of Amsterdam

Celia Jakubowicz, CNRS Paris

In this paper we want to compare the results from monolingual children with object omissions to bilingual children who have acquired two languages simultaneously. Our longitudinal studies of bilingual Dutch/French, German/French, and German/Italian children show that the bilingual children behave like the monolingual children with respect to object omissions in the Germanic languages. The French and Italian of the children, however, differs significantly from that of the monolingual children: the bilingual children evidence a high number of illegitimate object omissions in French and Italian. At the same time, it can be shown that they differentiate the two systems they are showing evidence of. We want to claim that the difference between monolingual and bilingual children with respect to object omissions in Romance languages is due to crosslinguistic influence in bilingual children: with respect to object omissions, the respective Germanic language has some influence on the respective Romance language, not vice versa. The bilingual child omits objects to the same extent in the Romance and in the Germanic language, due to its frequent evidence in the input of the Germanic language. The object omissions exhibited in the bilingual children's French and Italian are possible without any identifying "rich" morphology. We will account for the object omissions by postulation of an empty discourse connected PRO in pre-S position (Hulk, 1998; Muller, Crysmann and Kaiser, 1996). The bilingual children explore this possibility until they show evidence of the C-system in its target form which includes the head's specification for the appropriate inherent features.

*Sunday 9:30 AM**Terrace Lounge***Coherence and complexity in 3- and 4-year-olds' narratives**

Carolyn E. Johnson and Kimberley Gibney, University of British Columbia

Our study investigated the coherence and complexity in 3- and 4-year-olds' *Frog, Where are You?* narratives, based on Trabasso et al.'s (1992) goal plan analysis and Berman and Slobin's (1994) plot-based model of narrative structure, specifically to determine (1) if the children had knowledge of goal plans, (2) if the degree of structural complexity facilitated narrative coherence, and (3) to compare the results with those of similar studies. The children told the story before and after reading the book with their parents over the period of a week. Results showed that the ten 3-year-olds were in transition from producing locally coherent narratives with a single global goal plan to producing globally coherent and complex narratives. Ten 4-year-olds told relatively coherent and complex narratives. These results are substantially different from those reported previously, emphasizing the importance of our methodological decision, following Bamberg (1987), to elicit the narratives after a week of familiarization.

*Sunday 10:00 AM**Terrace Lounge***Learning how to Search for the frog: Expression of manner of motion in English, Spanish, and Turkish**

Dan I. Slobin and Seyda Ozcaliskan, University of California, Berkeley

The world's languages can be grouped in terms of a two-category typology: satellite-framed (e.g., English), and verb-framed (e.g., Spanish, Turkish) in their expression of motion events. Following the proposed universals of the typology, this study analyzes linguistic expression of manner of motion in three different languages — English, Spanish, and Turkish — by using developmental data (picture elicited children's narratives). The sample consists of children 3 to 11 years of age, and adult native speakers. The analysis is carried out both at the inter-typological (English versus Spanish and Turkish), and intra-typological level (Spanish versus Turkish) level. The results indicated systematic differences between the two language types. English speakers used a greater number and diversity of manner verbs than either Spanish or Turkish speakers, and this pattern became apparent as early as 3 years of age. Furthermore, Turkish speakers used a more diverse lexicon of path verbs than both English and Spanish speakers at all ages.

Cognitive prerequisites for modal verb acquisition

Joanna Gonsalves and Rachel Joffe Falmagne, Clark University

This study addresses whether there are conceptual primitives underlying the acquisition of the linguistic modal system. An additional issue addressed is whether such primitives are automatically available to the language learner or whether they undergo development. Thirty-two English preschoolers, age 2.6 to 4.11, were tested for their linguistic and nonlinguistic understanding of modality. Results suggest that modal verb acquisition is grounded on a pragmatic understanding of possibility and necessity, and that epistemic modal meaning is acquired only when the modal conceptual system undergoes change.

B R E A K : 1 1 : 0 0 — 1 1 : 3 0

**The acquisition of formal and informal language
by Japanese preschool children**

Keiko Nakamura, Keio University

Japanese has an elaborate system of polite language (*keigo*), consisting of three basic categories of honorifics, namely *sonkeigo* (honorific language), *kenjoogo* (humble language) and *teineigo* (addressee honorifics/ formal language). This study focuses on *teineigo*, which is acquired relatively early and effortlessly by Japanese children. The data come from a longitudinal study of 30 Japanese children (18 months to 6 years) collected during monthly home visits conducted over the course of 1 to 3 years. Naturalistic observations of the children were made as they interacted freely with a variety of interactants (e.g., mothers, siblings, peers) while engaging in different types of activities (e.g., pretend play, bookreading, snacktime, role-play). The study addresses four basic questions: (1) how is *teineigo* acquired by Japanese children?, (2) when do children use *teineigo*?, (3) what speaker/hearer characteristics and contextual factors are children sensitive to when using *teineigo*?, and (4) how are children socialized to use *teineigo*?

What explains the SES-related difference in children's vocabularies and what does that reveal about the process of word learning?

Erika Hoff-Ginsberg, Florida Atlantic University

The relation between input and word learning was examined in a sample of mid- and high-SES mothers and their 2-year-old children. Predictive relations were found providing evidence that SES-related differences in children's vocabularies are the result of SES-related differences in maternal speech. The specifics of the relations observed both across and within SES suggest that the process of word learning is highly dependent on both the kind and amount of input available.

The role of classifiers in predicting English literacy skills among deaf adults

Michelle Anthony, University of California at Berkeley
Nancy Fuller, Rhode Island School for the Deaf

This project is a pilot study developed from work done by Michael Strong and Philip Prinz. The study examines the correlation between American Sign Language (ASL) and English literacy in deaf adults affiliated with a bilingual-bicultural literacy project in Providence, RI. In the first analysis, Strong and Prinz's (1997) measures were used to evaluate ASL and English abilities. Findings support the strong correlation between ASL fluency and English literacy. In addition, classifier abilities, in specific, are shown to be most predictive of overall ASL fluency. The second analysis investigates the role of classifiers in predicting character referent identification and story element production in both ASL and English narratives for strong- and weak-signers. Findings demonstrate that classifiers, which incorporate both actor and action, strongly predict the two measures in both languages. Cognitive processing models, the role of mental images and space in ASL, and their relation to English literacy, are discussed.

LUNCH BREAK: 1:00 — 2:30

*Sunday 2:30 PM**Metcalf Hall (Large)***Scrambling in acquisition: SOV languages considered**

Vaijayanthi M. Sarma, Massachusetts Institute of Technology

Scrambling or free variation in the order of major phrasal constituents in a Dravidian language, Tamil, is seen to be a collection of four independent movement rules. These include movements to topic and focus positions (left and right-adjoined to IP respectively), wh-movement and object shift. We consider the data from six children (Sarma 1997) recorded over a period of a year and ranging in ages between 22 and 39 months. We show that several characteristics of scrambling in the adult language are exhibited in child language. We give the statistical accounts of such utterances and argue that such feature-driven movements are present in the early stages of language acquisition. Children appear to alter word orders with interpretive changes (given contextual information) and such movement can be shown to fit in with our typology of scrambling movements in Tamil.

*Sunday 3:00 PM**Metcalf Hall (Large)***The acquisition of verb-placement in Swiss German**

Manuela Schönenberger, University of Stuttgart

My study is based on the production data of two Swiss German children who consistently move the verb in embedded clauses, even in clauses introduced by a complementizer:

- (1) a. * complementizer Vfin Subject ...
b. * complementizer Subject Vfin ...

The fact that the constituent between the complementizer and the finite verb in (1b) is always the subject seems to provide strong support for an analysis of Swiss German in terms of a head-initial IP and verb-movement to I. Crucially, however, the subject is always pronominal in (1b), but not in (1a).

Based on the assumptions that (i) the children misanalyse the complementizers as maximal projections, and (ii) pronominal subjects are heads, I argue that the verb always moves to C and that the difference in word-order between (1a) and (1b) can be accounted for in terms of optional piggy-backing of the pronominal subject on verb-movement to C.

Evidence of early mastery of head movement in child Russian

Eva G. Bar-Shalom, University of Connecticut

In this paper we argue for children's early mastery of head movement. The structures we examine are imperatives and root infinitives in the imperative meaning in the spontaneous speech of a Russian child Varvara from the CHILDES Database (MacWhinney & Snow, 1985). First, we provide evidence for the claim that the majority of the root infinitival sentences are imperative in meaning. This evidence comes from the child's alternation in the same utterance between imperative and infinitive forms of the same verb and the parental paraphrases of the child's speech. In these types of utterances the child requests or demands that a certain action take place, and thus the verb is used in the imperative sense.

In spite of identical meaning of the two constructions, only the true morphological imperative is used with negation in Varvara's speech. Root infinitives are never found in Varvara's sentences with negation (Snyder & Bar-Shalom, 1998). To explain this phenomenon, we examine the morphosyntactic properties of negative imperatives in Russian and conclude that these structures involve overt verb movement high in the inflectional system. We propose that the verb moves to a "neg" feature located in C. Since only the negated imperative in Russian undergoes overt verb movement, it seems to pattern apart from the other types of sentences in Russian. The fact that Varvara, albeit infrequently, uses negative imperatives in her speech shows that she has mastered the properties of this structure in her native language. At the same time, the fact that Varvara does not use negation with root infinitival sentences suggests that the verb in these structures does not undergo head movement (first pointed out by Poeppel & Wexler, 1993 for child German).

SUNDAY AFTERNOON: SESSION B CONFERENCE AUDITORIUM**Presuppositional quantification, Plausible Dissent, and the development of children's pragmatic competence**

Kenneth F. Drozd, Max Plank Institute for Psycholinguistics

In this paper, we report the results of a series of experiments investigating Crain, Thornton, Boster, Conway, Lillo-Martin and Woodams (1996) finding that children, contra previous reports, can interpret universally-quantified sentences like adults, but only under certain pragmatic contexts. The results support Drozd's (1996) hypothesis that children build such adultlike interpretations only when the 'presuppositional' interpretation of the universal quantifier is made felicitous in context. The results do not support Crain et al's hypothesis that it is the satisfaction of their Condition of Plausible Dissent, a

felicity condition on the use of Y/N questions in context, which is responsible for children's improved scores. This research provides important insights into how children represent contextual and pragmatic information as presuppositional information as well as the status of presuppositional information in children's DP interpretations.

Sunday 3:00 PM

Conference Auditorium

Dutch children's interpretations of focus particle constructions

Kenneth F. Drozd and Erik van Loosbroek,
Max Plank Institute for Psycholinguistics

Aside from a few studies (e.g., Crain, Philip, Drozd, Roeper, & Matsuoka, 1992; Crain & Conway, 1996), children's comprehension of focus particle constructions has never been investigated. In this paper, we report the results of three experiments investigating which cues Dutch children use to interpret sentences including the focus particle *alleen* ('only'). The results show that children typically adopt either a 'subject-focus' or an 'object-focus' interpretation strategy when asked to judge these sentences (Crain et al., 1992), even when the appropriate focus is marked by intonational prominence. However, children respond significantly more often like adult controls when the appropriate set of alternatives to the focus is made clear to them in context. These results are strikingly similar to recent findings regarding children's comprehension of universally-quantified sentences (e.g., Crain, Thornton, Boster, Conway, Lillo-Martin & Woodams, 1996; Drozd (in press)) and raise a number of interesting but unexplored developmental questions.

Sunday 3:30 PM

Conference Auditorium

What every child doesn't know

Julien Musolino, University of Maryland

Recently, two opposed views have emerged regarding children's knowledge of universal quantification. On the one hand, investigators such as Philip (1995) have argued that children do not have adult-like linguistic knowledge in this domain. On the other hand, researchers such as Crain et al. (1996) have come to the conclusion that children have full adult knowledge of universal quantification and that studies such as Philip's failed to establish this fact because inappropriate experimental methodology was used. In this paper, we show that even by following the experimental methodology advocated by Crain et al., it can be shown that children lack knowledge of specific aspects of universal quantification. Our argument relies on the way in which children interpret the universal quantifier with respect to negation in sentences like 'Every horse didn't jump over the fence' and 'The smurf didn't buy every orange'. We explore the consequences of our finding for the theory of language acquisition.

*Sunday 2:30 PM**Terrace Lounge***Bilingual children's repairs of communication breakdowns**

Liane Comeau, Fred Genesee and Morton J. Mendelson, McGill University

The goal was to study bilingual children's ability to repair communication breakdowns that are due to their use of the "wrong" language. Eight 3-year-olds and five 5-year-olds participated in this study. Each child was visited at home by an experimenter who played freely with the child for approximately one hour. During this time, the experimenter spoke only one language to the child. Each time the child used the other language, the experimenter requested clarification up to five times. Communication breakdowns due to children's use of the "wrong" language were more frequent among the younger children. However, children from both age groups repaired some breakdowns by translating their utterances into the experimenter's language. It appears that bilingual children as young as three years of age have at least an implicit understanding of the cause of breakdowns due to language choice.

*Sunday 3:00 PM**Terrace Lounge***Evidence of early language differentiation in
bilingual Basque children**

Jennifer Austin, Cornell University

In my paper, I will give results from research in progress on language differentiation and mixing in children aged 2;0-3;5 who are simultaneously acquiring Basque and Spanish. The children are divided into three groups: Basque dominant, "balanced," and Spanish dominant bilinguals. I will argue that in all of the subjects there is evidence for two separate grammars. In addition, I hypothesize that consistent language mixing is a result of language dominance. Thus, I predict that the language mixing will be unidirectional (involving function morphemes from the dominant language only, supporting Petersen, 1988; Lanza, 1992), and that it will occur more in the dominant than in the balanced bilingual subjects. I will argue that previous studies supporting an initial "fused grammar" stage in bilingual acquisition (e.g., Vihman, 1985) did not take language dominance into account, along with other important variables such as the productivity of mixed utterances, and whether there was code switching or language mixing in the adult input.

**Parsing preferences in fluent Spanish-English bilinguals:
Some preliminary findings**

Paola E. Dussias, University of Illinois-Urbana Champaign

I present the results of a study investigating whether fluent Spanish-English bilinguals use language specific processing strategies when processing input in their L1 and L2. The parsing strategy under investigation is Frazier's (1987) Late Closure. Several studies looking at the application of Late Closure cross-linguistically have reported that whereas monolingual English speakers show a preference for low-attachment in ambiguous constructions of the type "P1 of NP2 RC (Relative Clause)", monolingual Spanish speakers prefer high-attachment (Cuetos & Mitchell, 1988). Subjects were given two pencil-and-paper questionnaires that tested attachment preferences in this construction in Spanish and English. In addition, a self-paced reading task was used to collect on-line data. The results show that a significant majority of the subjects prefer low-attachment, obeying Late Closure, irrespective of whether they read Spanish or English constructions. The results will be discussed in relation to previous findings investigating processing strategies in bilinguals and to current models of parsing.

ALTERNATES

In alphabetical order by first author

Syntax, semantics, and novel nouns: More evidence for semantic theories of categorization

Tracey C. Burns, University of British Columbia

Semantic and Distributional theories have proposed alternative explanations for children's categorization of nominals into subcategories (e.g., count and mass). The present research investigates this debate by focusing on children's categorization of novel NP-type nouns. These nouns (e.g., *school*) alternate between a count noun use ("She is going to a school") and a noun phrase use ("She is going to school"). We propose two semantic criteria that act jointly to constrain children's categorizations of novel NP-type nouns.

Previous research (Burns & Soja, 1994, 1995) demonstrated that adults and young children are able to categorize a novel NP-type noun if it satisfied both criteria. The present research extends these findings to three year olds, who were taught a novel noun in a context in which the semantic and syntactic information presented was varied. It was found that children were able to categorize the new nouns solely on the basis of semantic information. Syntactic support was not necessary, and indeed syntactic information that was inconsistent with the semantic information was ignored. These results point to the importance of semantic information in young children's categorizations of novel nouns, and provide further support for the Semantic (e.g., Bloom, 1994; Gordon, 1989) theories of noun acquisition.

The link between pre-linguistic gestures and verb agreement in American Sign Language

Shannon Casey, University of California, San Diego

Research has shown that verb agreement in ASL is not acquired until age three (Meier, 1982). Its late acquisition has been hypothesized to be due to the fact that these agreement markers occur simultaneously with the verb stem (Newport & Meier, 1985). Using evidence from gestures produced during the acquisition of ASL, it is argued that factors other than simultaneity are needed to account for this late acquisition. Deaf children aged 0;8-2;11 produce directional action gestures to indicate additional referents. The fact that children use directionality simultaneously with action gestures for the same referential function as agreement in ASL verbs, provides evidence against the hypothesis that late acquisition is due to simultaneity. Analysis of agreement errors indicates that exceptions to agreement, the limited semantic roles with which verbs can agree, and the use of role shift could contribute to late acquisition.

Backchannel responses as conversational strategies in bilingual speakers' conversations

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Backchannel responses appear to be a universal behavior, but specific backchannel behaviors are particular to language and culture. Previous research has shown that Germans produce fewer backchannel responses and place these responses less frequently in overlap positions compared to American English speakers. This study examines backchannel behavior in interactions between monolingual and bilingual Germans. The results show that native Germans who have become equally proficient in American English produce a higher number of backchannel responses and more often in overlapping positions than monolingual Germans when they speak to other native Germans in German. This pragmatic interference, for which some evidence exists in cross-linguistic studies, contradicts basic assumptions of Communication Accommodation Theory. Effects of inappropriate backchannel behavior could include reduced communication efficiency, negative interpersonal perception, and the potential for miscommunication. Implications of these findings for Communication Accommodation Theory and future research on backchannel responses are discussed.

The influence of native versus non-native features in the acquisition of L2 phonology

Darlene LaCharité and Philippe Prévost, Laval University

Research in L2 phonological acquisition suggests that features inactive in L1 are imperceptible, and that contrasts based on them are unlearnable. In contrast, features employed in L1 are predictable and learnable, even in novel constructions. This predicts that francophones are unable to accurately phonologize [θ] / [ð] and [h], but will learn [ŋ].

AX and ABX tasks tested whether 18 francophone adults could perceive and phonologize [θ], [h] and [ŋ], and explored the effects of explicit phonetic training. As predicted, results are best for [ŋ]. They show training effects for [θ] and [h]. However, results are not significant - and performance on [ŋ] and [h] is higher than expected. Further testing will determine whether general phonetic training influenced the outcome, or whether passive early exposure to L2 is sufficient to activate the requisite phonological features, which can subsequently be used to form phonological representations of [θ] and [h].

Narratives from individuals with autism: What story-telling reveals about linguistic, affective, and causal knowledge

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Marian Sigman, University of California, Los Angeles

Autism is a disorder involving significant impairment in social, cognitive, and linguistic abilities, including deficits in theory of mind. This study represents an attempt to elucidate the nature of autistic impairment by examining the narrative discourse of a group of high-functioning individuals with autism. Stories were coded for morphosyntactic and narrative enrichment devices (those instances in which narrators impose their perspective on the story, e.g., inferring mental and affective states, causal motivation of characters, etc.) Results indicated that subjects with autism performed comparably to their developmentally delayed counterparts. In contrast to previous findings, references to affective and mental cognitive states and causal statements (e.g., mental states as a basis for action) occurred with equal frequency between groups, suggesting that discursive environment, subjects' overall cognitive and linguistic abilities, and the criteria used in designating comparison groups play crucial roles in evaluating linguistic, affective, and causal knowledge among individuals with autism.

A feature checking approach to null arguments in SLA

Hyeson Park, University of Arizona

Studies on null subjects in the developing L2 English grammar reveal that Korean-Japanese L1 speakers rarely drop subjects, while Romance L1 speakers drop quite a few subjects. In this paper, I attempt to explain the different patterns within the feature checking theory of Chomsky (1995). I propose that languages have different semantic values for the agreement features on the verb; Spanish and Korean have [+Int(erpretable)] features and English has [-Int] features. Languages with [+Int] features allow null subjects since the features need not be checked before LF. Though adult Korean has [+Int] features, which are manifested in the deference markers, Korean children, who have not acquired the deference system yet, have [øInt] features. The fact that Korean children begin L2 learning with the [øInt] value, while Spanish children begin with the [+Int] value may explain the different acquisition patterns. Child Korean may be closer to English than Spanish and adult Korean are to English in terms of feature values.

The acquisition of temporal interpretation of Noun Phrases

Maribel Romero and Jeannine S. Bock, Univeristy of Massachusetts, Amherst

This paper investigates the acquisition of temporal interpretation of NPs. In particular, it explores an interesting parallelism between the acquisition of false belief and the acquisition of temporal readings. Children failing ToFM arguably lack the ability to handle two sets of belief-words. Parallely, we expect that children of that age will be unable to deal with two different anchoring times and will follow either a one-time or a name strategy in evaluating temporal NPs.

18 children were read stories about groups of individuals that had the property P1 at time t1 and P2 at t2. Children then were asked questions each of which made reference to both P1 and P2. The results indicated that the youngest children (3;8-3;11) adhered to the one-time strategy; the middle children (4;0-4;2) adhered to the name strategy; and the majority of the older children (4;3-5;6) showed the adult pattern. These results confirm our prediction that, similarly to the case of false belief, there is a stage where children are not comfortable handling two separate evaluation times.

Definiteness and children's interpretation of the locative anaphor *there*

Robin J. Schafer, University of Massachusetts, Amherst

This paper uses naturalistic data from eight children to establish the fact that *there* is rarely used as an anaphor by children (to age 6) though it is very frequently used as a deictic expression. Two studies, one involving 76 children between 1;10 and 6;1 and the other 30 of these same children, indicate that this lag in production is also evidenced in comprehension. In the first study, children older than 2;10 responded to instances of anaphoric 'there' by calculating an antecedent significantly more often than children under 2;10. Moreover, the younger children had the same response to non-anaphoric and anaphoric *there*, while the older children responded distinctly.

The second study confirmed these results while manipulating an additional variable: definiteness. This work raises questions concerning children's interpretation of definite and indefinite noun phrases. Like adults, antecedent-calculating children appear to interpret indefinites as a signal that an antecedent need not be calculated. I attribute this to their understanding of indefinites as novel (Heim, 1983), that indefinites assert, rather than presuppose existence.

The role of language in constructing kind concepts in infancy

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Recently several researchers have focused on the issue of how language development could impact on conceptual development. Previous research has shown that the presence of words such as "rabbit" or "cup" facilitates categorization and object individuation with 9-month-old infants. The present study replicates and extends these findings. In an object individuation task, 9-month-old infants are shown two objects emerging from behind a screen alternately, accompanied by either two distinct count noun labels or two distinct tones. On the test trials, the screen is removed to show one or two objects. Infants are found to look longer at the unexpected one-object outcome in the two word condition but not in the two tone condition. These results suggest that the facilitation effect found in earlier studies may be language-specific and the language input children receive at the beginning of the acquisition process may play an important role in the process of acquiring kind concepts.

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Name	Day and Session			Page no.
Aaronson, Doris	Saturday	AM	Session C	29
Aikawa, Taikako	Saturday	PM	Session B	40
Almazan, Mayella	Friday	PM	Session A	12
Aman, Norhaida	Friday	PM	Session C	18
Anthony, Michelle	Sunday	AM	Session C	54
Aslin, Richard	Saturday	AM	Session A	23
Austin, Jennifer	Sunday	PM	Session C	58
Avrutin, Sergey	Friday	AM	Session B	6
Baauw, Sergio	Friday	PM	Session A	14
Babyonyshev, Maria	Friday	AM	Session B	6
Badzinski, Diane	Alternate			61
Baker, Allison	Friday	PM	Session B	17
Baldwin, Dare	Saturday	AM	Session A	23
Bar-Shalom, Eva	Sunday	PM	Session A	56
Barlow, Jessica	Friday	PM	Session B	15
Battell, Jackie	Saturday	PM	Session B	41
Beck, Maria-Luise	Saturday	AM	Session C	28
Becker, Misha	Sunday	AM	Session A	47
Bloom, Paul	Friday	PM	Session C	20
Bock, Jeannine	Alternate			63
Bolotin, Naomi	Friday	PM	Session A	13
Bortfeld, Heather	Friday	AM	Session A	4
Bottari, Piero	Sunday	AM	Session A	46
Brent, Michael	Saturday	PM	Session A	39
Bruhn de Garavito, Joyce	Sunday	AM	Session B	50
Brun, Dina	Friday	AM	Session B	6
Bryant, Judith	Saturday	Symposium		31
Burns, Tracey	Alternate			60
Callarman, Brian	Saturday	AM	Session C	28
Capps, Lisa	Alternate			62
Carter, Allyson	Sunday	AM	Session B	49
Casco, Monica	Friday	AM	Session B	7
Casey, Shannon	Alternate			60
Chawla, Sonia	Friday	PM	Session B	17
Chen, Deborah	Saturday	PM	Session B	40
Chen, Hsin-hua	Friday	PM	Session C	19
Chilosi, Anna Maria	Sunday	AM	Session A	46
Choy, Josephine	Friday	AM	Session C	9
Cipriani, Paola	Sunday	AM	Session A	46
Clahsen, Harald	Friday	PM	Session A	12
Clark, Eve	Saturday	Symposium		31
Comeau, Liane	Sunday	PM	Session C	58
Curtiss, Susan	Friday	PM	Session A	13
	Friday	PM	Session B	17

Name	Day and Session			Page no.
de Bode, Stella	Friday	PM	Session A	13
De Cat, Cecile	Friday	PM	Session C	18
Dekydspotter, Laurent	Saturday	PM	Session C	42
Demuth, Katherine	Sunday	AM	Session B	48
Diesendruck, Gil	Friday	PM	Session C	20
Dinnsen, Daniel	Friday	PM	Session B	15
Drozd, Kenneth	Sunday	PM	Session B	56, 57
Dussias, Paola	Sunday	PM	Session C	59
Eigsti, Inge-Marie	Saturday	AM	Session A	23
Eubank, Lynn	Saturday	AM	Session C	28
Falmagne, Rachel Joffe	Sunday	AM	Session C	53
Fuller, Nancy	Sunday	AM	Session C	54
Ganger, Jennifer	Friday	PM	Session B	17
Genesee, Fred	Sunday	PM	Session C	58
Gerken, LouAnn	Sunday	AM	Session B	49
Gibney, Kimberley	Sunday	AM	Session C	52
Gierut, Judith	Friday	PM	Session B	16
Gleitman, Lila	Saturday	AM	Session A	22
	Saturday	PM	Session A	39
Goldin-Meadow, Susan	Friday	AM	Session A	3
Gonsalves, Joanna	Sunday	AM	Session C	53
Grimshaw, Jane	Saturday	Plenary Address		44
Grinstead, John	Saturday	AM	Session B	25
Hamann, Cornelia	Friday	PM	Session C	19
Hanke, Susan	Saturday	AM	Session C	28
Haryu, Etsuko	Friday	AM	Session C	8
Hawayek, Antoinette	Friday	AM	Session A	2
Heinz, Bettina	Alternate			61
Hernon, Gabriella	Friday	PM	Session C	18
Hertel, Tammy Jandrey	Sunday	AM	Session B	50
Hoekstra, Teun	Friday	AM	Session B	5
	Saturday	AM	Session B	25
Hoff-Ginsberg, Erica	Sunday	AM	Session C	54
	Saturday	Symposium		31
Hollebrandse, Bart	Friday	AM	Session B	5
Huang, Chiung-Chih	Friday	AM	Session C	10
Hudson, Carla	Saturday	AM	Session A	24
Hulk, Aafke	Sunday	AM	Session B	51
Hyams, Nina	Friday	AM	Session B	5
Imai, Mutsumi	Friday	AM	Session C	8

Name	Day and Session			Page no.
Jakubowicz, Celia	Saturday	AM	Session B	26
	Sunday	AM	Session B	51
Jia, Gisela	Saturday	AM	Session C	29
Johnson, Carolyn	Sunday	AM	Session C	52
Jones, Melanie	Saturday	AM	Session B	26
Josefsson, Gunlög	Sunday	AM	Session A	45
Jung, Euen	Saturday	PM	Session C	42
Jusczyk, Peter	Friday	Keynote Address		21
	Friday	AM	Session A	4
	Sunday	AM	Session B	49
Karafoti, Panagiota	Friday	PM	Session A	14
Karzi, Barbara	Friday	PM	Session A	14
Kegl, Judy	Friday	AM	Session A	2
Kemmerer, David	Friday	PM	Session B	17
Kim, Meesook	Saturday	AM	Session B	25
Klebaum, Pamela	Friday	PM	Session B	17
Klein, Elaine	Friday	AM	Session B	7
Klibanoff, Raquel	Saturday	PM	Session A	39
Kyle, Jim	Friday	AM	Session A	2
LaCharité, Darlene	Alternate			61
Landau, Barbara	Friday	PM	Session A	12
	Saturday	AM	Session B	25
Lardiere, Donna	Saturday	AM	Session C	27
Levine, Glenn	Friday	AM	Session B	6
Lleó, Conxita	Sunday	AM	Session B	48
Losh, Molly	Alternate			62
Louden, Mark	Friday	PM	Session B	16
Marcus, Gary	Saturday	PM	Session A	38
Markson, Lori	Friday	PM	Session C	20
Matsuo, Ayumi	Friday	AM	Session B	5
McGarrity, Laura	Friday	PM	Session B	15
Melvin, David	Saturday	AM	Session C	28
Mendelson, Morton	Sunday	PM	Session C	58
Miller, Peggy	Friday	AM	Session A	3
Mintz, Toben	Saturday	AM	Session A	22
Miyagawa, Shigeru	Saturday	PM	Session B	40
Miyamoto, Edson	Saturday	PM	Session B	40
Miyoshi, Nobuhiro	Saturday	AM	Session B	24
Montrul, Silvina	Saturday	PM	Session C	43
Moore, Deanna	Sunday	AM	Session A	48
Morgan, James	Friday	AM	Session A	3, 4
Morgan, Gary	Friday	AM	Session A	2
Müller, Natascha	Sunday	AM	Session B	51
Musolino, Julien	Sunday	PM	Session B	57

Name	Day and Session			Page no.
Nakamura, Keiko	Sunday	AM	Session C	53
Nash, Lea	Saturday	AM	Session B	26
Nazzi, Thierry	Friday	AM	Session A	4
Nelson, Nancy	Saturday	AM	Session C	28
Newport, Elissa	Saturday	AM	Session A	23, 24
Nordeen, Ernest	Saturday	AM	Session A	23
Nordeen, Kathy	Saturday	AM	Session A	23
Ohala, Diane	Saturday	AM	Session C	29
Olsen, Mari Broman	Friday	AM	Session C	10
Ozcaliskan, Seyda	Sunday	AM	Session C	52
Park, Hyeson	Alternate			62
Perez-Leroux, Ana	Sunday	AM	Session B	50
Peters, Ann	Saturday	Symposium		31
Pfanner, Lucia	Sunday	AM	Session A	46
Phillips, Colin	Saturday	AM	Session B	25
Pinker, Steven	Friday	PM	Session B	17
Plunkett, Bernadette	Friday	PM	Session C	18
Prasada, Sandeep	Friday	AM	Session C	9
Prévost, Philippe	Saturday	AM	Session C	27
	Alternate			61
Rao, Shoba Bandi	Saturday	PM	Session A	38
Romero, Maribel	Alternate			63
Sabbagh, Mark	Saturday	AM	Session A	23
Saffran, Jenny	Saturday	PM	Session A	38
Sano, Tetsuya	Sunday	AM	Session A	45
Sarma, Vijayanthi	Sunday	PM	Session A	55
Saylor, Megan	Saturday	AM	Session A	23
Schafer, Robin	Alternate			63
Schönenberger, Manuela	Sunday	PM	Session A	55
Shady, Michele	Sunday	AM	Session B	49
Sharpe, Dean	Friday	PM	Session C	20
Sigman, Marian	Alternate			
Sigurjonsdottir, Sigridur	Sunday	AM	Session A	46
Slabakova, Roumyana	Saturday	PM	Session C	43
Slobin, Dan	Sunday	AM	Session C	52
Smith, Mitch	Saturday	AM	Session C	28
Snedeker, Jesse	Saturday	PM	Session A	39
Snow, Catherine	Saturday	Symposium		31
Snyder, William	Saturday	PM	Session B	40
Sorace, Antonella	Friday	AM	Session B	7
Sorrentino, Cristina	Saturday	AM	Session A	22
Spitz, Ronny	Friday	AM	Session A	2
Sprouse, Rex	Saturday	PM	Session C	42

Name	Day and Session			Page no.
Subrahmanyam, Kaveri	Friday	PM	Session C	19
Swanson, Kimberley	Saturday	PM	Session C	42
Thyre, Rachel	Saturday	PM	Session C	42
Trevino, Esthela	Friday	AM	Session A	2
van der Lely, Heather	Saturday	AM	Session B	26
	Saturday	PM	Session B	41
van Deusen Phillips, Sarah	Friday	AM	Session A	3
van Gelderen, Veronique	Saturday	AM	Session B	25
van Loosbroek, Erik	Sunday	PM	Session B	57
Varlokosta, Spyridoula	Friday	PM	Session A	14
Vijayan, Sujith	Saturday	PM	Session A	38
Vishton, Peter	Saturday	PM	Session A	38
Wagner, Laura	Friday	AM	Session C	9
Waxman, Sandra	Saturday	PM	Session A	39
Weinberg, Amy	Friday	AM	Session C	10
Wexler, Kenneth	Saturday	PM	Session B	40
White, Lydia	Saturday	AM	Session C	27
Williams, Heather	Saturday	AM	Session A	23
Xu, Fei	Alternate			64
Yamakoshi, Kyoko	Saturday	PM	Session B	41
Yamane, Maki	Saturday	PM	Session B	40
Yamashita, Yoshie	Friday	AM	Session C	8
Zamuner, Tania	Saturday	AM	Session C	29
Zukowski, Andrea	Friday	PM	Session A	12

