

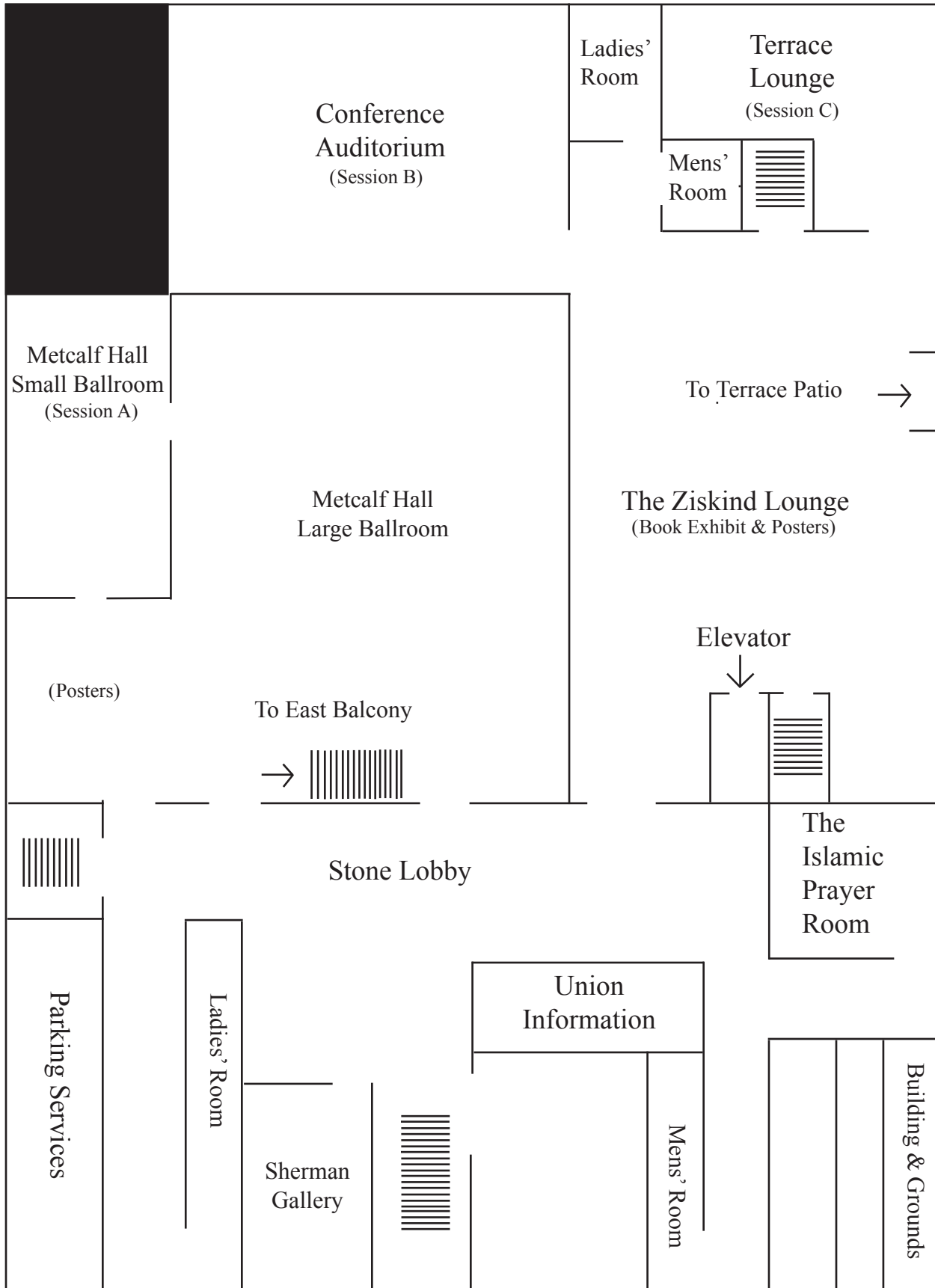
**BOSTON
UNIVERSITY**

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

**Meeting Handbook
November 3-5, 2017
George Sherman Union**

Map of George Sherman Union (Second Floor)

Commonwealth Avenue



↓ To First Floor and Main Entrance

Table of Contents

Welcome	2
Acknowledgements	3-4
General Information	5-6
Schedule at a Glance	7
Conference Schedule	8-16
Friday, November 3	9
Saturday, November 4	10
Sunday, November 5	11
Alternates	12
Poster Session I (Friday, November 3)	12-14
Poster Session II (Saturday, November 4)	14-16
Friday Sessions	17-28
9:00 AM	17
9:30 AM	18
10:00 AM	19
11:00 AM	20
11:30 AM	21
12:00 PM	22
12:30 PM	23
2:00 PM	24
2:30 PM	25
4:15 PM	26
4:45 PM	27
5:15 PM	28
Keynote Address	29
Poster Session I	30-48
Saturday Sessions	50-60
9:00 AM	50
9:30 AM	51
10:00 AM	52
11:00 AM	53
11:30 AM	54
Saturday Symposium	55
2:15 PM	56
2:45 PM	58
4:30 PM	59
5:00 PM	60
Plenary Address	61
Poster Session II	62-79
Sunday Sessions	80-82
9:00 AM	80
9:30 AM	81
10:00 AM	82
Closing Symposium	83
Alternates	84-87
Publisher Addresses	88
Author Addresses	88-96
Index	97-99

Welcome

Our 42nd Year

Welcome to the 42nd Annual Boston University Conference on Language Development (BUCLD). Since 1976, BUCLD has been organized by graduate students in Boston University's Program in Applied Linguistics. With years of student work and the help of faculty advisors, the conference has become one of the largest international gatherings of linguists, psychologists, and other researchers of language acquisition and development. We thank our participants for the research accomplishments they have shared with us over the past four decades.

Invited Speakers

At this year's conference, we are honored to have Jenny Saffran and Núria Sebastián Gallés as our featured speakers. Dr. Saffran will present Friday's keynote address, entitled "Learning begets learning: Statistical learning and the emerging lexicon." Saturday's program will close with Dr. Sebastián Gallés' plenary address, "Divide and conquer: The onset of bilingualism." This year's Saturday symposium, to be held during Saturday's lunch period, is entitled "On links between language development and extra-linguistic cognitive knowledge: What we can learn from autism," and will feature speakers Jeannette Schaeffer, Stephanie Durrleman, and Inge-Marie Eigsti. Finally, this year's Sunday symposium is entitled "Event concepts and early word learning," and will feature speakers Alon Hafri, Brent Strickland, Anna Papafragou & John Trueswell; Jeffrey Lidz, Alexander Williams, & Laurel Perkins; and Sudha Arunachalam & Angela Xiaoxue He.

Student Workshop

This year, for the fourth consecutive year, we will be continuing our special session aimed at students and post-docs. This year's speaker will be Janet Randall (Northeastern University), and her talk will be "One talk, 3 ways." This session will take place upstairs in GSU 315 from 1:15-2:45 p.m. on Sunday, November 5th, after the Sunday symposium.

Paper and Poster Presentations

The rest of the program is devoted to a wide range of papers and posters chosen from submitted abstracts. Of these, 68 papers and 117 posters were selected for presentation, and we have also included 12 presenters who will present posters but have also generously agreed to serve as oral presentation alternates in case of cancellations. It is unfortunate that we do not have enough space to include more of the many excellent submissions we received.

Proceedings

Once again this year we will be publishing the Proceedings of the Conference, which includes papers presented and those selected for alternate status. Information about ordering copies is available in your handbook and at the Cascadilla Press table during the book exhibit.

Here at Boston University, we are committed to providing an ongoing forum for work in the diverse field of language development. We hope you enjoy the conference!

The 2017 Conference Organizing Committee

Anne Bertolini
Max Kaplan

Faculty Advisors

Sudha Arunachalam
Charles Chang
Paul Hagstrom

Chairs

Anne Bertolini, Book Exhibit Chair
Megan Brown, Registration Chair
Brady Dailey, Tech Co-Chair
Xinwen Hu, Hospitality Chair
Max Kaplan, Handbook Chair
Nia Lazarus, Interpreter Liaison Chair
Pengfei Li, Finance Chair
Dominique Lopiccolo, Volunteer Chair
Kathryn Turner, Tech Co-Chair & Social Media Chair
Natalie Zaleski, Travel Chair

Boston University Conference on Language Development
96 Cummington Street, Room 244
Boston, MA 02215
Email: langconf@bu.edu

For general information about the conference, visit our website at <http://www.bu.edu/buclid>.

Acknowledgements

The Boston University Conference on Language Development is organized each year by students from the Programs in Linguistics and Applied Linguistics. Every year, we depend upon the proceeds generated by registration and exhibition fees to cover the costs of hosting the conference, and we are very grateful to all of our participants for providing this support. We are also grateful for support from Boston University's Vice President and Associate Provost for Research. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-1728962, and by the National Institutes of Health under Grant No. R13 HD090968, for which we are also grateful.

We would like to thank the many graduate and undergraduate students who contributed their time and effort both throughout the past year and during this weekend. We are particularly thankful to the faculty and staff of the Program in Linguistics for their support and encouragement.

We extend special thanks to our faculty advisors, Sudha Arunachalam, Charles Chang, and Paul Hagstrom. Their expertise and guidance have been invaluable.

We would also like to acknowledge the efforts of several vital offices at Boston University. Our thanks go to Samantha Levine of Events and Conferences, whose skill and experience have provided us with the proper equipment, facilities, and refreshments for the conference. We would also like to thank Jeanette Ocampo Welch of Disability Services for assisting with organizing the American Sign Language interpretation, and Stan Gurczak of Student Production Services for coordinating the lighting system for the interpreting team. Finally, our thanks go to Cameron Samuelson for her support in managing the conference finances, and to Lisa Wong in the Cashier's Office and Liz Maguire of Information Services and Technology for collaborating with us on the maintenance of our online registration system.

Finally, we would like to thank the 182 reviewers listed below who read and rated the abstract submissions we received this year. The high quality of the abstracts makes it especially difficult to assemble a program. We are particularly grateful for the reviewers' thoughtful attention to each submission.

José Alemán Bañón	Jennifer Culbertson	Jessica Hay	Elena Lieven
Shanley Allen	Barbara Davis	Angela Xiaoxue He	Heather Littlefield
Sudha Arunachalam	Cecile De Cat	Arild Hestvik	Conxita Lleo
Jessica Barlow	Laura de Ruiter	Makiko Hirakawa	Cynthia Lukyanenko
David Barner	Kamil Deen	Kathy Hirsh-Pasek	Theodoros Marinis
Isabelle Barrière	Laurent Dekydtspotter	Barbara Höhle	Lori Markson
Ewelina Barski	Katherine Demuth	Bart Hollebrandse	Amber Martin
Misha Becker	Laura Dominguez	Holger Hopp	Rachel Mayberry
Viridiana Benitez	Nigel Duffield	Yi Ting Huang	Luisa Meroni
Elika Bergelson	Ewan Dunbar	Mary E. Hughes	Karen Miller
Christina Bergmann	Samantha Durrant	Tania Ionin	Utako Minai
Nan Bernstein Ratner	Catharine Echols	Ivan Ivanov	Maria Mody
Tim Beyer	Inge-Marie Eigsti	Gunnar Jacob	Silvina Montrul
Patrick Bolger	Micha Elsner	Elizabeth Johnson	James Morgan
Ellen Broselow	Neiloufar Family	Tiffany Judy	Vincenzo Moscati
Nancy Budwig	Naomi H. Feldman	Dorit Kaufman	Natascha Mueller
Ann Burger	Molly Flaherty	Loes Koring	Letitia Naigles
Jennifer Cabrelli Amaro	Maria João Freitas	Grzegorz Krajewski	Thierry Nazzi
Helen Cairns	Anna Gavarró	Aylin Küntay	Elissa L. Newport
Catherine Caldwell-Harris	Lisa Gershkoff-Stowe	Tanja Kupisch	Rama Novogrodsky
Charles Chang	Heather Goad	Usha Lakshmanan	Akira Omaki
Jinsun Choe	Roberta Golinkoff	Tania Leal	Robyn Orfittelli
Vicky Chondrogianni	Helen Goodluck	Thomas Lee	Mitsuhiko Ota
Anne Christophe	Eileen Graf	Kathryn Leech	Şeyda Özçalışkan
Erin Conwell	John Grinstead	Beth Levin	Duygu Özge
Peter Coopmans	Theres Grüter	Casey Lew-Williams	Asli Ozyurek
Marie Coppola	Ayşe Gürel	Shevaun Lewis	Daniele Panizza
Ailis Cournane	Pamela Hadley	Juana Liceras	Anna Papafragou
Stephen Crain	Paul Hagstrom	Jeffrey Lidz	Johanne Paradis
Alejandrina Cristia	Cornelia Hamann	Amy Lieberman	Diego Pascual y Cabo

Acknowledgements

Lisa Pearl	Yasuhiro Shirai	Elena Valenzuela
Barbara Zurer Pearson	Leher Singh	Virginia Valian
Sharon Peperkamp	Filip Smolik	Suzanne van der Feest
Colin Phillips	William Snyder	Marieke van Heugten
Christine Potter	Melanie Soderstrom	Angeliek Van Hout
Nausicaa Pouscoulous	Hyun-joo Song	Spyridoula Varlokosta
Philippe Prévost	Antonella Sorace	Marilyn Vihman
Jennie Pyers	Rex Sprouse	Laura Wagner
Lilia Rissman	Jeffrey Steele	Adriana Weisleder
Jason Rothman	Jessica Sullivan	Daniel Weiss
Phaedra Royle	Kristen Syrett	Lydia White
Jenny Saffran	Kriszta Szendroi	Aaron Steven White
Tetsuya Sano	Helen Tager-Flusberg	Erica Wojcik
Lynn Santelmann	Anna Theakston	Fei Xu
Petra Schulz	Lyn Tieu	Charles Yang
Carson Schütze	John Trueswell	W. Quin Yow
Bonnie D. Schwartz	Marta Tryzna	Chen Yu
Amanda Seidl	Ianthi Tsimpli	Daniel Yurovsky
Ann Senghas	Sho Tsuji	Tania Zamuner
Ludovica Serratrice	Sharon Unsworth	Andrea Zukowski
Naomi Shin	Sigal Uziel-Karl	

General Information

- **Wireless internet access** will be available throughout the GSU
Wireless internet access instructions (domestic cell service required):
 1. Go to Wi-fi on your device. This should be in the settings menu.
 2. Select the network **BUGuest**.
 3. Go to your browser and open a webpage; you will be automatically redirected to a login page.
 4. Request a guest account.
 5. Enter your own email address, full name, and a phone number where you are *currently able* to receive texts.
 6. Select your service provider/carrier (e.g. AT&T).
 7. Click SUBMIT.
 8. You will receive 2 text messages:
 - (1) With your login information (user name and password);
 - (2) The next with a URL that will allow you to simply click and then have internet access.

International guests: please see the information desk for instructions.

General Information

Registration and Session Locations

All sessions will be held in the George Sherman Union located at 775 Commonwealth Avenue. Registration will take place in the second floor lobby (see diagram on the back of the front cover). You may register on Friday starting at 8:00 AM, or Saturday and Sunday starting at 8:30 AM. Please register before attending any sessions. We rely greatly upon 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.

Plenary Events

- The **Keynote Address** entitled “Learning begets learning: Statistical learning and the emerging lexicon” will be delivered by Jenny Saffran on Friday at 7:30 PM in Metcalf Large, followed by a reception in Ziskind Lounge. Poster Session I (unattended) will immediately follow in Metcalf Large, Metcalf Small, and Ziskind Lounge.
- The **Plenary Address** entitled “Divide and conquer: The onset of bilingualism,” delivered by Núria Sebastián Gallés, will take place on Saturday at 5:45 PM in Metcalf Large.
- A **Saturday Symposium** entitled “On links between language development and extra-linguistic cognitive knowledge: What we can learn from autism,” with presentations from Jeannette Schaeffer, Stephanie Durrleman, and Inge-Marie Eigsti will be held on Saturday at 12:30 PM in Metcalf Large.
- A **Sunday Symposium** entitled “Event concepts and early word learning,” with presentations from Alon Hafri, Brent Strickland, Anna Papafragou, & John Trueswell; Jeffrey Lidz, Alexander Williams, & Laurel Perkins; and Sudha Arunachalam & Angela Xiaoxue He, will be held on Sunday at 11:00 AM in Metcalf Large, immediately followed by our student workshop.

Poster Sessions

- **Poster Session I:** On Friday, 58 posters will be on display in Metcalf Large, Metcalf Small, and Ziskind Lounge. There will be one attended Poster Session at 3:00 PM, and an additional unattended session at 9:00 PM. Refreshments will be available at both sessions.
- **Poster Session II:** On Saturday, 59 posters will be on display in Metcalf Large, Metcalf Small, and Ziskind Lounge. There will be an attended Poster Session at 3:15 PM.

Special Sessions

- A special **NIH/NSF Funding Symposium** will be facilitated by Ruben Alvarez (NIH) and David Moore (NSF) on Friday at 12:30 PM in the Conference Auditorium.
- A **Student Workshop** titled “One talk, 3 ways” hosted by Janet Randall will be held upstairs in GSU 315 immediately following our Sunday Symposium, from 1:15 PM to 2:45 PM on Sunday.
- The **Society for Language Development** will hold its annual symposium, “Formal models of statistical inference,” on Thursday, November 3 at 1:00 PM in Metcalf Large, with a reception following immediately in Metcalf Small. The invited speakers are Virginia Valian, Charles Yang, and Roger Levy.
- **NSF and NIH consultation** hours will be held in the Ziskind Lounge. Both sessions will be held on Saturday from 9:30 AM until 12:00 PM, and again from 2:30 PM until 5:00 PM.

Additional Information

- **Parking** is available at the Granby Lot (665 Commonwealth Avenue; nearest to the George Sherman Union), the Warren Towers Garage (700 Commonwealth Avenue), and at the Agganis Arena Garage (925 Commonwealth Avenue). On Sunday, the Granby lot is closed, but there will be free on-street parking available instead. More information can be found at <http://www.bu.edu/parking>. Parking is limited and not guaranteed; we highly encourage the use of public transportation. MBTA maps are available at the information desk.

General Information

- **Temporary luggage storage space** will be available adjacent to the information table at registration. This area is staffed during regular conference hours only. Although student volunteers will be present in the registration area, **BUCLD is not responsible for any lost or stolen items. All posters and poster containers will be discarded if not picked up by Sunday afternoon.**
- A **nursing room** will be available for nursing mothers in GSU 312.
- **Refreshments** will be served in Ziskind Lounge before the morning sessions, during breaks, and during poster sessions. A list of local restaurants is available at the information table. The Food Court on the ground floor of the George Sherman Union offers a wide selection.
- Please note that due to lack of business meeting attendance in recent years, and strong positive overall feedback in post-conference surveys, **we have decided not to hold a business meeting this year.** The faculty advisors welcome your feedback, including whether you think we should reinstate the business meeting next year; please find us at the conference or email us at langconf@bu.edu. We also encourage you to fill out the post-conference survey. You will receive an email with details after the conference. We will also post summary information about this year's conference on our website, www.bu.edu/buclid, within a few weeks.
- Stay updated on any changes to the schedule with our **social media accounts**: follow **@TheBUCLD** or look for our hashtag **#BUCLD42** on Twitter, or search "BUCLD" on Facebook.

The Information Table at registration will provide the following services:

- * ASL Interpreters (Please inquire when you arrive)
- * Lost and Found
- * Campus Maps
- * MBTA Maps
- * Local Tourist and Dining Information
- * Certificates of Attendance

NIH/NSF Consultation Hours

Ruben Alvarez (NIH)

David Moore and Joan Maling (NSF)

Saturday 9:30 AM - 12:00 PM & 2:30 PM - 5:00 PM

Code of Conduct

To help ensure a safe and respectful environment for everyone at BUCLD, all conference participants (including attendees, speakers, exhibitors, and volunteers) are expected to uphold the following code of conduct at conference venues and conference-related social activities. (Of course, we think people should uphold this code outside conference activities too!)

BUCLD is dedicated to providing a harassment-free conference experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, or religion (or lack thereof). We do not tolerate harassment of conference participants in any form at any conference venue, including talks, workshops, receptions, and social media. **Conference participants who engage in harassing behavior may be expelled from the conference without a refund at the discretion of the conference organizers.**

Harassment includes, but is not limited to:

- verbal comments that reinforce social structures of domination related to gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, religion, and/or nationality
- sexual images in public spaces
- deliberate intimidation, stalking, or following
- harassing photography or recording
- sustained disruption of talks or other events
- inappropriate physical contact
- unwelcome sexual attention
- advocating for, or encouraging, any of the above behavior

If a participant engages in harassing behavior, the BUCLD organizers may take any action they deem appropriate to keep the event a welcoming environment for all participants. This includes warning the offender, expelling them from the conference with no refund, and banning them from the conference in the future. Participants asked to stop any harassing behavior are expected to comply immediately.

If you are being harassed, notice that someone else is being harassed, or have any other concerns, please report this as soon as possible, either personally or anonymously

You can make an anonymous report through our online form: <https://buclد.wufoo.com/forms/zcuymsl1esu7xa/>. Although we cannot follow up on an anonymous report with you directly, we will fully investigate it and take whatever action is necessary to prevent a recurrence.

You can also speak directly with any member of the BUCLD organizing committee at the conference. These individuals, including the BUCLD faculty advisors (Sudha Arunachalam, Charles Chang, and Paul Hagstrom; contact information below), will be wearing special name badges. You can also call or message the organizing committee at 347-77-BUCLD (monitored by a member of the organizing committee throughout the conference). When taking a personal report, we will ensure you are safe and cannot be overheard; this may involve other event staff to ensure your report is managed properly. Once safe, we will ask you to tell us about what happened. This can be upsetting, but we will handle it as respectfully as possible, and you can bring someone to support you. You will not be asked to confront anyone, and we will not tell anyone who you are.

Additionally, BUCLD staff will be happy to help conference participants contact venue management or local law enforcement, to provide escorts, or to otherwise assist those experiencing harassment to feel safe for the duration of the conference. We value your attendance, and wish everyone a stimulating and enjoyable conference.

– The BUCLD Organizing Committee | langconf@bu.edu

BUCLD Faculty Advisors:

Sudha Arunachalam | 617-353-7491 | sarunach@bu.edu

Charles Chang | 617-353-8718 | cc@bu.edu

Paul Hagstrom | 617-353-6220 | hagstrom@bu.edu

Code of Conduct Hotline (during conference) | (347) 77-BUCLD

George Sherman Union Operations Desk | 617-353-5498

Boston University Police Department | 617-353-2121

Boston University Sexual Assault Response & Prevention Center | 617-353-7277

Boston Medical Center | 617-638-8000

Schedule at a Glance

Thursday, November 2

11:00 AM	Registration opens
1:00 PM - 5:15 PM	Society for Language Development Annual Symposium
5:15 PM - 6:00 PM	Society for Language Development Reception

Friday, November 3

8:00 AM	Registration opens
9:00 AM - 5:00 PM	Book exhibit
9:00 AM - 10:30 AM	Talks
10:30 AM - 11:00 AM	Morning break, with refreshments
11:00 AM - 12:30 PM	Talks
12:30 PM - 2:00 PM	Lunch break / NIH/NSF Funding Symposium (Conference Auditorium)
2:00 PM - 3:00 PM	Talks
3:00 PM - 4:15 PM	Poster Session I attended, with refreshments
4:15 PM - 5:45 PM	Talks
5:45 PM - 7:45 PM	Evening break
7:45 PM - 9:00 PM	Keynote Address: Jenny Saffran, "Learning begets learning: Statistical learning and the emerging lexicon"
9:00 PM - 9:45 PM	Reception, Poster Session I unattended, with refreshments

Saturday, November 4

8:00 AM	Registration opens
9:00 AM - 5:00 PM	Book exhibit
9:00 AM - 10:30 AM	Talks
10:30 AM - 11:00 PM	Morning break, with refreshments
11:00 AM - 12:00 PM	Talks
12:30 PM - 2:15 PM	Saturday Symposium
2:15 PM - 3:15 PM	Talks
3:15 PM - 4:30 PM	Poster Session II attended, with refreshments
4:30 PM - 5:30 PM	Talks
5:45 PM - 7:15 PM	Plenary Address: Núria Sebastián Gallés, "Divide and conquer: The onset of bilingualism"

Sunday, November 5

8:00 AM	Registration opens
9:00 AM - 10:30 AM	Talks
10:30 AM - 11:00 AM	Morning break, with refreshments
11:00 AM - 1:00 PM	Sunday Symposium
1:15 PM - 2:45 PM	Student Workshop: Janet Randall, "One talk, 3 ways"

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
9:00-5:00	BOOK EXHIBIT		
9:00	Sustained Attention in Infancy Impacts Vocabulary Acquisition in Low-Income Toddlers <i>P. Brooks, R. Flynn, T. Ober</i>	Learning words in an unfamiliar language: The role of statistics and context <i>J. Hay, A. Shoaib, T. Wang, D. Moore, J. Lohman, J. Lany</i>	Learning attitude verb meanings in a morphosyntactically-poor language via syntactic bootstrapping <i>N. Huang, C. Liao, V. Haquard, J. Lidz</i>
9:30	Can parent coaching affect parent-child language interactions and improve outcomes? <i>N. Ferjan Ramirez, S. Lytle, M. Fish, P. Kuhl</i>	What words do children say first? Using known words to bootstrap the acquisition of new words <i>J. Willits, J. Montag, S. Yang</i>	“Look! It is not a bamoule!” 18-month-olds understand negative sentences <i>A. de Carvalho, A. Barrault, A. Christophe</i>
10:00	Are language and social-communicative abilities separable in infancy? <i>A. Yamashiro, A. Sorcinelli, A. Vouloumanos</i>	Subjective little learners: Hyperarticulated input and the early development of adjective ordering preferences <i>G. Bar-Sever, R. Lee, G. Scontras, L. Pearl</i>	Learning to filter non-basic clauses for argument structure acquisition <i>L. Perkins, N. Feldman, J. Lidz</i>
10:30	BREAK (Ziskind Lounge)		
11:00	The cup on the table is green: Children’s comprehension of embedded PPs <i>E. Hall, A. Perez</i>	Mutual Exclusivity and Ad-hoc Scales in children’s inferences <i>D. Skordos, D. Barner</i>	Acquisition of agreement in German: Sensitivity to grammar is reflected in 3-year-olds’ pupil dilation <i>A. Süss, P. Hendriks, B. Höhle</i>
11:30	Repetition Brings Success: Revealing knowledge of the passive voice <i>K. Deen, I. Bondoc, A. Camp, S. Estioca, H. Hwang, G. Shin, M. Takahashi, F. Zenker, C. Zhong</i>	Assessing truth and speaker knowledge when utterances are not maximally true <i>L. Simon-Pearson, K. Syrett</i>	Bilinguals’ sensitivity to grammatical gender cues in Russian <i>N. Mitrofanova, Y. Rodina, O. Urek, M. Westergaard</i>
12:00	A Filled Gap Stage in German Relative Clause Acquisition <i>K. Yatsushiro, U. Sauerland</i>	Contextual inferences through variable exemplars: An artificial adjective learning study <i>C. Lee, C. Kurumada</i>	Children’s and adults’ processing of variable agreement patterns: Agreement neutralization in English <i>C. Lukyanenko, K. Miller</i>
12:30	LUNCH BREAK (Ziskind Lounge) / NIH/NSF FUNDING SYMPOSIUM (Conference Auditorium)		
2:00	Prediction at the discourse level in L2 English speakers: an eye-tracking study <i>P. Dussias, C. Contemori</i>	A little labeling goes a long way: Semi-supervised learning in infancy <i>A. LaTourrette, S. Waxman</i>	Syntactic optionality delays acquisition: late acquisition of passives in Mandarin vs. early acquisition in Cantonese <i>E. Lau, Z. Mai, V. Yip</i>
2:30	Second Language Learners Generate Predictions at the Level of the Discourse: Evidence from Event-related Potentials <i>J. Alemán Bañón, C. Martín, E. Fano</i>	The profile of abstract rule learning in infancy: Evidence from a meta-analysis and a multi-lab experiment <i>H. Rabagliati, B. Ferguson, C. Lew-Williams</i>	The Impact of Argument-Omitted Sentences in the Learning of the Japanese Direct Object Case-Marker <i>A. Zhao, H. Sakai, Y. Luo</i>
3:00	ATTENDED POSTER SESSION I (Metcalf Large and Ziskind Lounge)		
4:15	Co-Speech Pointing Gestures Produced by Human Instructors rather than Robots Improve Word Learning in Children with Autism <i>S. Kelly, K. Wong, W. Lam, C. Cheng, W. So</i>	Trajectories of Lexical Comprehension Improvement: Investigating the 14month Boost <i>E. Bergelson</i>	Production-Comprehension Asymmetry in Children’s Medial Wh-questions <i>C. Lutken, A. Omaki</i>
4:45	Do parents model gestures differently when children’s gestures differ? <i>S. Özçalışkan, L. Adamson, N. Dimitrova, S. Baumann</i>	Is the noun bias the default? Testing novel word learning in Japanese toddlers using simple scenes <i>A. Matsuo, L. Naigles, T. Ogura</i>	A Performance Account for Medial Wh-Questions in Child English <i>E. Grolla, J. Lidz</i>
5:15	Gestures Facilitate Word Learning in Shared Storybook Reading: A Dual Eye-tracking Study <i>Y. Zhang, C. Yu</i>	Being Suspicious of Suspicious Coincidences: The Learning of Subordinate Terms by Children and Adults <i>F. Wang, L. Gleitman, J. Trueswell</i>	Negative questions in children with Specific Language Impairment <i>K. Rombough, R. Thornton, J. Martin, L. Orton</i>
5:45	DINNER BREAK		
7:30	KEYNOTE ADDRESS (Metcalf Large) “Learning begets learning: Statistical learning and the emerging lexicon” <i>Jenny Saffran (University of Wisconsin—Madison)</i>		
9:00	RECEPTION (Ziskind Lounge)		

SATURDAY, November 4, 2017

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
9:00-5:00	BOOK EXHIBIT		
9:00	SES Differences in the Structure of Child-directed Speech <i>S. Tal, I. Arnon</i>	A rabbit by any other name: Lexical alignment in preschoolers' dialogue <i>Z. Hopkins, H. Branigan, L. Lindsay</i>	An Ergative Intervention in Heritage Samoan <i>G. Muagututia, K. Deen, W. O'Grady</i>
9:30	Simple Sentences aren't all the Same: Variation in Input and Acquisition <i>M. Rispoli, P. Hadley, H. Simmons</i>	Bilingual 2-Year-Olds' Code-Switching in Talk about Internal States: Filling Relative Lexical Gaps <i>E. Hoff, M. Shiro</i>	The acquisition of word order variation in German embedded clauses <i>E. Sanfelici, P. Schulz</i>
10:00	Look Who's Talking: Effects of Sibling versus Maternal Input in Child L2 Acquisition <i>T. Sorenson Duncan, J. Paradis</i>	Could both be right? Children's prolonged metalinguistic development in understanding relative and subjective adjectives <i>R. Foushee, M. Srinivasan</i>	Before and after the acquisition of adjunct control <i>J. Gerard, J. Lidz</i>
10:30	BREAK (Ziskind Lounge)		
11:00	Perception of non-native tonal contrasts by Mandarin-English and English-Mandarin sequential bilinguals <i>I. Chan, C. Chang</i>	The emergence of recursion: Evidence from Nicaraguan Sign Language and homesign <i>A. Kocab, A. Senghas, M. Coppola, J. Snedeker</i>	Interactions between number and definiteness: Vietnamese children's comprehension of definites <i>N. Le, H. Forsythe, C. Schmitt</i>
11:30	Stress clash in the acquisition of Greek <i>A. Athanasopoulou</i>	Childhood language deprivation affects dorsal but not ventral white matter tracts: Evidence from late L1 learners of ASL <i>Q. Cheng, E. Halgren, R. Mayberry</i>	Cross-linguistic influence in online processing of indefinites in L2-English <i>T. Ionin, S. Choi, Q. Liu</i>
12:30	SATURDAY SYMPOSIUM (Metcalf Large) "On links between language development and extra-linguistic cognitive knowledge: What we can learn from autism" <i>Jeannette Schaeffer</i> <i>Stephanie Durrleman</i> <i>Inge-Marie Eigsti</i>		
2:15	Building the Evidence: Spatial Frames of Reference in Language and Thought <i>L. Abarbanell, P. Li</i>	Emergence of Patterned Variation in Child Homesign <i>L. Horton, D. Brentari, S. Goldin-Meadow</i>	Phrasal prosody and syntactic knowledge in infants before two years of age <i>S. Massicotte-Laforge, R. Shi</i>
2:45	Bottom-up cues to event segmentation: The use of audiovisual synchrony in speech to preschoolers <i>F. Bulgarelli, N. George, M. Roe, D. Weiss</i>	The point of it: Argument supplianc in delayed Sign L2 <i>H. Koulidobrova</i>	The role of information structure in children's comprehension of complex sentences – testing two hypotheses <i>L. de Ruiter, E. Lieven, S. Brandt, A. Theakston</i>
3:15	ATTENDED POSTER SESSION II (Metcalf Large and Ziskind Lounge)		
4:30	Spoken word recognition of children with cochlear implants <i>T. Mahr, J. Edwards</i>	Language learning in the face of inter-talker variation: When talker voice proves helpful <i>K. Gonzales, L. Gerken, R. Gomez</i>	Gender Agreement and Predictive Lexical Processing in Czech 23-month-olds: Emerging Sensitivity to Bound Gender Inflections <i>V. Bláhová, F. Smolík</i>
5:00	Distractibility during speech-processing: The effects of background noise familiarity <i>B. McMillan</i>	The threshold for regularization: When children will and will not regularize inconsistent language input <i>K. Schuler, J. Horowitz, E. Newport</i>	Accounting for reduced L2 gender-based anticipation: A direct test of the Lexical Gender Learning Hypothesis <i>K. Shantz, D. Tanner</i>
5:45	PLENARY ADDRESS (Metcalf Large) "Divide and conquer: The onset of bilingualism" <i>Núria Sebastián Gallés (Universitat Pompeu Fabra)</i>		

SUNDAY, November 5, 2017

Time	Session A (Metcalf Small)	Session B (Conference Auditorium)	Session C (Terrace Lounge)
9:00	The role of age and cross-linguistic similarity in first language perceptual attrition <i>C. Chang, S. Ahn, R. DeKeyser, S. Lee-Ellis</i>	Do structural priming effects rely on interactions between animacy and syntax? <i>L. Buckle, E. Lieven, A. Theakston</i>	Are Children's Overly Distributive Interpretations and Spreading Errors Related? <i>A. de Koster, P. Hendriks, J. Spenader</i>
9:30	What did you say? Infants' early productions match caregiver input <i>C. Laing, E. Bergelson</i>	Cross-Linguistic Structural Priming in Heritage Spanish Speakers: The Effects of Exposure to English on the Processing of Preposition Stranding in Spanish <i>I. Phillips</i>	Intervention Effects in Early Grammar: Evidence from Sluicing <i>V. Mateu, W. Lauren, N. Hyams</i>
10:00	Language-specific Sources of Acoustic Stability in Phonological Development <i>M. Cychosz, S. Kalt</i>	Cumulative Syntactic Priming in Comprehension in Children and Adults <i>N. Havron, T. Linzen, C. Scaff, A. Christophe</i>	The Acquisition of Negated Disjunction: Evidence from Italian, French and Dutch <i>M. Guasti, E. Pagliarini, O. Lungu, A. Van Hout, S. Crain</i>
10:30	BREAK (Ziskind Lounge)		
11:00-12:45	SUNDAY SYMPOSIUM (Metcalf Large) "Event concepts and early word learning" <i>Alon Hafri, Brent Strickland, Anna Papafragou, & John Trueswell</i> <i>Jeffrey Lidz, Alexander Williams, & Laurel Perkins</i> <i>Sudha Arunachalam & Angela Xiaoxue He</i>		
1:15-2:45	STUDENT WORKSHOP (GSU 315) "One talk, 3 ways" <i>Janet Randall (Northeastern University)</i>		

ALTERNATES

Authors	Title
J. Cabrelli Amaro, M. Iverson, D. Giancaspro, B. Halloran	The role of dominance and age of acquisition in L3 development
B. Davies, N. Xu Rattanasone, T. Schembri, K. Demuth	Is 'Dax' Singular or Plural? Preschoolers and Copulas Do Not Agree
L. Dekydtspotter, C. Gilbert, A. Miller, M. Inverson, K. Swanson, T. Leal, I. Innis	An ERP investigation of domain-specificity: Clause-edge recursion in native and nonnative French
C. Legrand, R. Shi, M. Babineau	Variable forms in young children's lexical representation
M. Lei	Children's Knowledge of Domain Restriction: The Case of dou ('all') in Mandarin Chinese
J. Lu, S. Goldin-Meadow	Age of acquisition effects on signers' use of depiction
R. Mizrahi, S. Creel	Children ages 3-5 years use language to identify talkers
I. Polyanskaya, T. Brauner, P. Blackburn	Second-order false beliefs and recursive complements in children with Autism Spectrum Disorder
T. Reuter, A. Borovsky, C. Lew-Williams	Predict and redirect: How prediction errors influence children's word learning
C. Richter	Learning allophones: What input is necessary?
B. Skarabela, M. Srinivasan, H. Rabagliati	The Development of a Generative Lexicon: Evidence from Instrument Verbs
M. Sundara, C. Ngon, K. Skoruppa, N. Feldman, G. Molino Onario, J. Morgan, S. Peperkamp	Young Infants Discriminate Subtle Phonetic Contrasts

POSTER SESSION I

Friday, November 3, 2017
 Metcalf Large, Metcalf Small, and Ziskind Lounge
 Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM

Authors	Title
K. Antoniou, A. Veenstra, M. Kissine, N. Katsos	How does childhood bilingualism and bi-dialectalism affect the interpretation and processing of implicature?
A. Armstrong, N. Bulkes, D. Tanner	Quantificational cues to L2 English verbal agreement: A cross-linguistic ERP investigation
D. Barner, D. Skordos, R. Feiman, A. Bale	The trouble with disjunction
A. Bottoms, Z. Fieldsteel, E. Spurgeon, A. Lieberman	Object labeling in American Sign Language parent input to young deaf children
E. Breen, R. Pomper, J. Saffran	Connecting Phonotactic Learning and Word Learning in Infancy
J. Brennan, R. Lajiness-O'Neill, S. Bowyer, I. Kovelman, J. Hale	Predictive sentence comprehension during story-listening in Autism Spectrum Disorder
J. Cabrelli Amaro, M. Iverson, D. Giancaspro, B. Halloran	The role of dominance and age of acquisition in L3 development
A. Ceolin	Article omission across languages and the syntax of possessives
J. Chen, B. Narasimhan	Information Structure and Ordering Preferences in Child and Adult Speech in English
C. Chiang, S. Geffen, T. Mintz	Distinguishing Questions and Statements Using Sentence-Initial Prosodic Cues
J. Culbertson, G. Braquet	The harmony bias: universal preference or abstract transfer effect?
S. Dailey, E. Bergelson	Why Do Female Infants Say More Words? An Input/Output Analysis of Talking Status and Gender
B. Davies, N. Xu Rattanasone, T. Schembri, K. Demuth	Is 'Dax' Singular or Plural? Preschoolers and Copulas Do Not Agree
L. Dekydtspotter, C. Gilbert, A. Miller, M. Iverson, K. Swanson, T. Leal, I. Innis	An ERP investigation of domain-specificity: Clause-edge recursion in native and nonnative French
M. Erskine, T. Mahr, J. Edwards	Understanding the effects of dialect familiarity on lexical processing efficiency in preschool children using the visual world paradigm
M. Figueroa, L. Gerken	English past tense learning: 16-month-olds know the rule
L. Franklin, J. Morgan	For toddlers, like adults, vowel mispronunciations are readily detected but do little to impede lexical access
C. Gaffney	Can personality traits explain the mismatch between L2 self-assessments and actual L2 ability?
N. Gaggi, P. Brooks, B. Ploog	Discrimination and Generalization of Emotional Prosody in Autism Spectrum Disorder
S. Goico, R. Mayberry	Lexical Development across Young Deaf Homesigners in Peru
B. Halloran	A closer look at causation in L2 Spanish psych verbs
M. Hirzel, A. White, J. Lidz	Biased distributions in dialogs do not shape verb learning
B. Hoot, T. Leal	Processing Information Focus in Spanish Monolinguals and Yucatec Maya/Spanish Bilinguals

POSTER SESSION I

<p align="center">Friday, November 3, 2017 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM</p>	
S. Horvath, S. Arunachalam	Consistency is key: Repetition versus variability in a novel verb-learning task
K. Howitt, W. Sakas	Doing away with defaults: The parametric gradient hypothesis
Y. Huang, M. Bounds, Y. Suzuki	L1 transfer effects in L2 acquisition of the causative alternation: Asymmetric learning potential in a novel-verb paradigm
Y. Huang, B. Yuan	English and Spanish speakers' interpretations of L2 Chinese Double Object Constructions
Y. Ji, A. Papafragou	Children's sensitivity to abstract event structure
A. Kampa, A. Papafragou	Epistemic reasoning during conversational inferences
J. Kodner	Modeling Representational Constraints in Word Segmentation
I. Konrad, Y. Haendler, C. Donati	The acquisition of French ambiguous embedded structures introduced by 'ce que'
J. Lany, A. Shoaib	Individual Differences in Infants' Long-Distance Dependency Learning
R. Lee, C. Chambers, P. Ganea	Generic language diminishes children's reliance on novel discourse information about familiar fantastical characters
D. Levine, K. Hirsh-Pasek, R. Golinkoff	Cutting up events: Children's statistical action segmentation relates to their lexical knowledge
C. Lew-Williams, C. Potter	Infants' learning of embedded regularities in multi-speaker environments
P. Li	The Acquisition of the Mandarin Lian...dou Construction by L1 Children
D. Lillo-Martin, C. Goodwin, L. Prunier	ASL-IPSyn: A new measure of grammatical development
J. Lu, S. Goldin-Meadow	Age of acquisition effects on signers' use of depiction
I. Martin, M. Goupell, Y. Huang	Syntactic processing and word learning with a degraded auditory signal
R. Mizrahi, S. Creel	Children ages 3-5 years use language to identify talkers
C. Moore, E. Bergelson	More Than Wordplay: An Analysis of Word-form Variability in Speech to Infants
L. Naigles, J. Piskin	Lexical and Syntactic influences on Children's Acquisition of Verb Argument Structure: Comparing Typical Children and Children with Autism Spectrum Disorder
B. Narasimhan, N. Adricula, C. Good, J. Williamson-Lee, L. Goetz-Weiss, K. Zagnoli	Developmental Changes in Spatial Semantic Categories
C. Narayan, A. Peters, V. Woldenga-Racine	Fragile phonetic contrasts in longitudinal infant-directed speech: Implications for infant speech perception
E. Nguyen, W. Snyder	It's hard to coerce: a unified account of Raising-Past-Experiencers and Passives in Child English
P. Requena, M. Dracos	Impermeability of L1 syntax: Spanish variable clitic placement in bilingual children
T. Reuter, A. Borovsky, C. Lew-Williams	Predict and redirect: How prediction errors influence children's word learning

POSTER SESSION I

Friday, November 3, 2017 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:00 PM - 4:15 PM and unattended from 9:00 PM - 9:45 PM	
C. Richter	Learning allophones: What input is necessary?
S. Ronfard, R. Wei, M. Rowe	Pragmatic development predicts children's performance on the Looking While Listening (LWL) paradigm over and above receptive vocabulary and executive functions
C. Sánchez-Alvarado	The Intonational Realization of Subjects in L2 Spanish
T. Sano	The Acquisition of Parametric Variation in Count Noun Modification using Numerals: Comparing Japanese and English
S. Stefanich, J. Cabrelli Amaro	Phonological spell-out of Spanish/English word internal code-switching
K. Syrett, A. Aravind	When is a part (not) as good as a whole: Factors affecting object individuation in non-counting and counting tasks
E. Valenzuela, R. Llama, J. Simon	Language dominance and bilingualism: Insights from relative clause attachment ambiguities
A. Williams, L. Perkins, A. He, S. Björnsdóttir, J. Lidz	A New Test of One-to-One Matching Between Arguments and Participants in Verb Learning
M. Wu	L1 Influence on L2 English Telicity Judgment with Object NPs
R. Yin	The Person Asymmetry in Agreement in "What BE...?" Questions in English
M. Zhang, M. Piñango, K. Davidson	The development of metonymic processing as the growth of context construal ability

POSTER SESSION II

Saturday, November 4, 2017 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:15 PM - 4:30 PM	
Authors	Title
L. Abed Ibrahim, C. Hamann, D. Oewerdieck	Identifying Specific Language Impairment (SLI) across Different Bilingual Populations: A German Sentence Repetition Task (SRT)
F. Adani, M. Stegenwallner-Schütz, T. Niesel	Co-Existence of Input Frequency and Structural Intervention Effects on Relative Clause Comprehension: Evidence from 3- to 5-year-old German-speaking children
M. Babineau, A. Christophe, R. Shi	Semantic seed bootstraps verb categorization in 14-month-olds
F. Bayram, J. Rothman, M. Iverson, T. Kupisch, D. Miller, E. Puig-Mayenco, M. Westergaard	Equivalency in Representation Despite Divergence in Production: Passives in Turkish Heritage Speakers' Turkish and German
D. Bernier, K. White	Toddlers interpret common and infrequent child mispronunciations differently
I. Bondoc, W. O'Grady, K. Deen, N. Tanaka, E. Chua, A. De Leon, J. Siscar	More Relativization Asymmetries: Children Find Locative and Benefactive Relative Clauses Difficult
C. Bouchon, J. Toro	The origins of the consonant bias in word recognition: the case of Spanish-learning infants
M. Carbajal, L. Chartofylaka, M. Hamilton, S. Peperkamp	Compensation for phonological assimilation in mono- and bilingual children
M. Casillas, E. Bergelson, M. Soderstrom, A. Seidl, A. Warlaumont	Characterizing North American Child-Directed Speech by Age, Gender, and SES
V. Chondrogianni, R. Schwartz	Case and word order in Greek heritage children
C. Contemori, F. Foppolo, D. Panizza	Some and All in bilinguals: Priming and Linguistic effects

POSTER SESSION II

<p>Saturday, November 4, 2017 Metcalf Large, Metcalf Small, and Ziskind Lounge Posters will be attended from 3:15 PM - 4:30 PM</p>	
L. Covey, T. Girolamo, C. Siew, I. Weyers, X. Yang, A. Vogt-Woodin, C. Coughlin, U. Minai	Examining the role of pragmatics during children's comprehension of only: An eye-tracking study
A. Creemers, J. Schaeffer, M. van Witteloostuijn	Article Choice, Theory of Mind and Memory in Dutch-speaking children with language impairment
E. Daskalaki, V. Chondrogianni, E. Blom, F. Argyri, J. Paradis	Vulnerable Domains in Child Heritage Language: The case of Heritage Greek
S. Eiteljörge, O. Kriukova, N. Mani	Category-based word learning in toddlers
D. Gagne, A. Senghas, M. Coppola	Peer interaction is necessary for full conventionalization of space in an emerging language: Evidence from hearing children of Nicaraguan signers
B. Giustolisi, L. Mantovan, F. Panzeri	Irony comprehension in young Deaf signers
M. Grigoroglou, A. Papafragou	Speaker adjustments in spontaneous event descriptions
T. Grüter, E. Lau, W. Ling	L2 listeners rely on the semantics of classifiers to predict
M. Han, N. de Jong, R. Kager	Infant-directed speech is not always slower: cross-linguistic evidence from Dutch and Mandarin Chinese
Z. Harmon, K. Idemaru, V. Kapatsinski	Distributional learning in phonetic cue weighting: Letting go of a previously informative cue
M. Hoareau, T. Nazzi, H. Yeung	Audiovisual speech perception, parental input, and vocabulary in the first year of life
H. Huang, S. Crain	What inferences do Mandarin-speaking children make in negative sentences?
K. Iwamoto, A. Kondo, H. Kikuchi, R. Mazuka	Japanese children's speaking rates reflect acquisition of mora-timed rhythm
M. Katsiperi, I. Tsimpli	Syntactic position and definiteness in anaphora resolution
D. Keydeniers, J. Eliazar, J. Schaeffer	Overgeneration of de/the in young children: Comparing different methods and different theories in child Dutch
R. Kim, H. Yang	Why Do Nonnative English Learners Perform L2 Statistical Preemption Less than Native Counterparts? : The Role of Different Repertoires for L1 and L2 Constructions
C. Legrand, R. Shi, M. Babineau	Variable forms in young children's lexical representation
M. Lei	Children's Knowledge of Domain Restriction: The Case of dou ('all') in Mandarin Chinese
J. Lidz, L. Perkins	Vocabulary Predicts Filler-Gap Dependency Comprehension at 15 Months
J. Lima Júnior, L. Sicuro Corrêa	The perception of discontinuous dependencies by 18 months-old: on the process of acquiring verbal passives
C. Marino, C. Bernard, J. Gervain	Word frequency is a cue to open-class/closed-class membership at 8 months
A. Martins, S. Ana Lúcia, D. Inês	Comprehension of relative clauses vs. control structures in SLI and ASD children
C. Marull, M. Goldin	The Relationship between Sensitivity to Morphosyntactic Violations and Morphosyntactic Anticipation in L2 Comprehension
K. McCarthy, K. Skoruppa	The relationship between first language phonotactics and early reading skills in sequential bilingual children
S. Mishina-Mori, Y. Nagai, Y. Yujobo	Cross-linguistic influence in the use of referring expressions in school-age Japanese-English simultaneous bilinguals
S. Moran, S. Stoll	Worldwide frequency of phonemes predicts their age of acquisition
R. Mykhaylyk	Input-Output Correspondence in the Acquisition of Variation
A. Ohba, H. Shimada, K. Yamakoshi	The Structure of Sluicing and the Availability of Strict and Sloppy Readings in Child Japanese

POSTER SESSION II

Saturday, November 4, 2017
 Metcalf Large, Metcalf Small, and Ziskind Lounge
 Posters will be attended from 3:15 PM - 4:30 PM

A. Orena, L. Polka	The relationship between language experience and infants' word segmentation skills
D. Özge, D. Vidinli, A. Küntay, J. Snedeker	When you eat from the cake, is it all gone? Morphosyntax as a cue to partitivity
I. Polyanskaya, T. Brauner, P. Blackburn	Second-order false beliefs and recursive complements in children with Autism Spectrum Disorder
E. Puig-Mayenco, J. Gonzalez Alonso, J. Rothman	A methodological meta-analysis: Implications for models of transfer in L3/Ln acquisition
R. Quadros, D. Lillo-Martin	Brazilian bimodal bilingual as heritage signers
J. Schaeffer	Direct Object Scrambling in Dutch-speaking children with SLI and with HFA
M. Scheidnes	A longitudinal comparison of object clitic production in the spontaneous language of L2 children and children with SLI
I. Sekerina, N. Mitrofanova	Testing Predictive Power of Morphosyntactic Cues Cross-Linguistically
R. Shi, M. Babineau	Mis-segmentation of vowel-initial words in toddlers
B. Skarabela, M. Srinivasan, H. Rabagliati	The Development of a Generative Lexicon: Evidence from Instrument Verbs
F. Smolík	Verb imageability is related to the acquisition of past tense forms in English
M. Sundara, C. Ngon, K. Skoruppa, N. Feldman, G. Molino Onario, J. Morgan, S. Peperkamp	Young Infants Discriminate Subtle Phonetic Contrasts
N. Tanaka, B. Schwartz	Investigating relative clause island effects in native and nonnative adult speakers of Japanese
R. Thornton, K. Rombough, E. D'Onofrio	Accentuate the Negative: Children's use of Tense in Negative Sentences
L. Tieu, Z. Shen	Interpretive restrictions on superlatives in full vs. fragment answers
S. van Ommen, N. Boll-Avetisyan, S. Larraza, C. Wellmann, R. Bijeljac-Babic, B. Höhle, T. Nazzi	Cross-linguistic evidence of language-specific processing of prosodic boundary cues
K. Von Holzen, L. Nishibayashi, T. Nazzi	Neural bases of phonological processing of newly segmented word forms
M. Weicker, P. Schulz	Relative and absolute gradable adjectives in child comprehension: same or different?
N. Xu Rattanasone, B. Davies, K. Demuth, T. Schembri	Assessing Mandarin-Speaking Pre-schoolers' Knowledge of English Plural Morphology
J. Ziegler, A. Kocab, J. Snedeker	The effect of population size on intergenerational language convergence: An artificial language learning paradigm

Session A--Metcalf Small

Do parents model gestures differently when children’s gestures differ?

Şeyda Özçalışkan (Georgia State University)
Lauren B. Adamson (Georgia State University)
Nevena Dimitrova (Vaud University Hospital)
Stephanie Baumann (Georgia State University)

Children with autism spectrum disorder (ASD) or with Down syndrome (DS) show diagnosis-specific differences from typically developing (TD) children in gesture production. We asked whether these differences reflect the differences in parental gesture input. Our systematic observations of 23 children with ASD and 23 with DS (Mages=2;6)—compared to 23 TD children (Mage=1;6) similar in expressive vocabulary size—showed that across groups children and parents produced similar types of gestures (i.e., deictic, conventional, iconic) and gesture-speech combinations (i.e., complementary, supplementary). However, only children—but not their parents—showed diagnosis-specific variability in the rates with which they produced each type of gesture and gesture-speech combination. These findings suggest that, even though parents model gestures similarly, the rate with which children produce each type largely reflects diagnosis-specific abilities.

Session B--Conference Auditorium

Is the noun bias the default? Testing novel word learning in Japanese toddlers using simple scenes

Ayumi Matsuo (Kobe College)
Letitia Naigles (University of Connecticut)
Tamiko Ogura (Kobe University)

Children learning most European languages show a noun bias in their early lexical development whereas children learning Asian languages produce as many or more verbs/action words. We investigate the novel word learning of monolingual Japanese toddlers (15-30 months) using very simple scenes. Children viewed side-by-side videos in which six novel words were taught and then tested. During teaching, unfamiliar puppets undergoing unfamiliar actions were paired with nonce words (e.g., ajoru-yo). During control and test, children saw the original puppet undergoing a new action presented side-by-side with a new puppet undergoing the original action. The audio was either neutral: “they are different now!” or directing “Which one is ajoru-yo?” Children looked reliably longer at the original puppet during test trials relative to control, demonstrating a Noun Bias. Younger toddlers (18 months) tended to show this ‘puppet preference’ more consistently and quickly than Older toddlers (26 months). These findings support the claim that the noun bias is a default early in lexical acquisition, with language-specific preferences emerging after 24 months.

Notes

Session C--Terrace Lounge

A Performance Account for Medial Wh-Questions in Child English

Elaine Grolla (Universidade de São Paulo)
Jeffrey Lidz (University of Maryland)

Children’s ‘medial questions’ – long-distance wh-questions with an extra wh-element in intermediate [Spec,CP] – are analyzed as a performance error resulting from an interaction between sentence planning and executive control (EC). Dell 1986 proposes that in sentence production, the items that get pronounced are selected from highly activated alternatives. After being pronounced, their activation level decreases. In slips of the tongue, highly active items perseverate being pronounced in inappropriate positions.

In wh-questions, after the wh-word is pronounced, its activation must be maintained in order to establish a relation with the verb. In Adults, EC inhibits pronunciation of the wh-word in intermediate [spec,CP]. However, children’s EC is not fully developed, leading to the prediction that medial questions will be produced by children with worse EC.

We elicited long distance wh-questions and administered 2 EC tests. Children with more limited EC produced medial questions more often than children with higher EC.

Session A--Metcalf Small

Gestures Facilitate Word Learning in Shared Storybook Reading: A Dual Eye-tracking Study

Yayun Zhang (Indiana University-Bloomington)
Chen Yu (Indiana University-Bloomington)

Shared storybook reading is one of the most common everyday word-learning activities children experience in middle-class, educated American families. To learn word-object mappings in storybook-reading context, infants need to link what they see with what they hear. However, given multiple objects on every book page, it is not clear how infants direct their attention to objects named by parents. Previous studies show that the development of joint attention (JA) plays an important role in infant-parent interactions that benefit word learning (Hirsh-Pasek et al., 2015). The aim of the current study is to provide a mechanistic account of how JA may be established in the context of book reading. We hypothesize that infants and parents may not be able to jointly attend to the same object on a page easily, but their abilities to follow and use gestures to direct the other social partner's attention facilitate JA at parents' naming moments.

Session B--Conference Auditorium

Being Suspicious of Suspicious Coincidences: The Learning of Subordinate Terms by Children and Adults

Felix Wang (University of Pennsylvania)
Lila Gleitman (University of Pennsylvania)
John Trueswell (University of Pennsylvania)

Even when learners encounter a novel word with a unique referent, they are faced with semantic uncertainty: does "mipen" mean Dalmatian, dog or animal? A well-known Bayesian account of word learning claims the level of meaning can be inferred by reasoning about sampling statistics: exposure to three "mipen"-Dalmatian pairings should lead to a subordinate category inference since it is unlikely three random dogs would all be Dalmatians. In a series of cross-situational word-learning experiments with adults and children, we provide evidence that questions this account. Subjects tend to think "mipen" means dog even with 5-dalmatian samples if they are encountered cross-situationally. Non-basic level meanings are only obtained when the situation introduces a semantic contrast, e.g., via mutual exclusivity, linguistic support ("mipen is a kind of dog"), or the co-presence of a specific test-array containing Dalmatians and other dogs, as done in previous studies taken as support for the Bayesian account.

Session C--Terrace Lounge

Negative questions in children with Specific Language Impairment

Kelly Rombough (Macquarie University)
Rosalind Thornton (Macquarie University)
Jasmine Martin
Linda Orton

This study evaluates negative wh-question productions in 21 5-year-old children with Specific Language Impairment, 21 age-matched children and 21 children whose language skills were matched by MLU. The children with SLI produced roughly half the number of analysable negative questions as the control groups. Although inversion of a negative auxiliary verb is challenging even for typically-developing 5-year-old children, the SLI group produced almost no questions with inversion. The talk presents data from children's positive and negative questions, and examines whether the source of difficulty is (i) generating the appropriate wh-question structure (ii) the status of the negative marker in children's grammars which is examined in children's declarative negative sentences or (iii) children's ability to produce a tensed auxiliary or some combination of (i) to (iii).

Notes

POSTER SESSION I

How does childhood bilingualism and bi-dialectalism affect the interpretation and processing of implicature?

Kyriakos Antoniou (University of Cambridge)
Alma Veenstra (University of Cambridge)
Mikhail Kissine (Université libre de Bruxelles)
Napoleon Katsos (University of Cambridge)

Research with bilingual children has revealed two main trends: delays in aspects of language development (e.g. vocabulary) but enhanced socio-pragmatic and executive control skills (Akhtar & Menjivar, 2012). In this study, we tested a large sample of bilingual, bi-dialectal, and monolingual children (n=138) on the comprehension and processing of various pragmatic meanings: relevance, scalar, contrastive, manner implicatures, novel metaphors, and irony. Pragmatic responses were slower than literal responses to control items. Moreover, children were least accurate with novel metaphors and irony. For the latter two types of pragmatic meanings, pragmatic responses to critical items were slower than (incorrect) literal responses to the same items. Despite this variation, there were no group differences in pragmatic responses or speed of pragmatic processing. This was also true despite bilinguals' and bi-dialectals' lower vocabularies. We conclude that bilingual and bi-dialectal children maintain equivalent to monolinguals pragmatic comprehension and processing skills, despite weaker language knowledge.

POSTER SESSION I

Quantificational cues to L2 English verbal agreement: A cross-linguistic ERP investigation

Andrew Armstrong (University of Illinois at Urbana-Champaign)
Nyssa Bulkes (University of Illinois at Urbana-Champaign)
Darren Tanner (University of Illinois at Urbana-Champaign)

Tanner and Bulkes (2015) showed native English speakers generated a larger P600 in response to subject-verb agreement violations when the subject contained a quantifier versus a number-neutral determiner (*Many/The cookies tastes...). This study investigated if nonnative speakers' sensitivity to this violation is affected by the morphological complexity of their L1. We measured ERPs time-locked to the verb in the same type of English sentences above for comprehenders with L1 Mandarin, an isolating language, and L1 Spanish, which has a complex system of overt morphological agreement. Both L2 populations generated a P600 in response to ungrammatical verbs, but the effect of quantification differed. Whereas native Mandarin speakers were more sensitive to agreement violations in the unquantified condition, native Spanish speakers showed no difference. The results suggest that L2 processing patterns can resemble those of native speakers, but certain grammatical features may result in subtle integration differences based on a comprehender's L1.

POSTER SESSION I

The trouble with disjunction

David Barner (UC San Diego)
Dimitrios Skordos (UC San Diego)
Roman Feiman (UC San Diego)
Alan Bale (Concordia University)

Preschoolers often struggle to compute scalar implicatures (SI) involving quantifiers (some, all), and disjunction (or), in which they are required to strengthen an utterance by negating stronger alternatives. Two recent reports find that a subset of children (41%-52%) interpret disjunction as conjunction, e.g., concluding from (1) that the boy must have both fruits.

(1) The boy has an apple or an orange
 According to these studies, children arrive at conjunctive readings not because they have non-adult-like semantics, but because they lack access to the stronger scalar alternative and, and employ doubly exhaustified disjuncts when computing implicatures. On this account, although all children lack access to "and", only some children doubly exhaustify and arrive at conjunctive readings. Thus, different processes are proposed for different children. Because not all studies find this pattern of findings and because the data require positing additional computations, we sought to test the reliability of the findings.

Notes

POSTER SESSION I

Object labeling in American Sign Language parent input to young deaf children

April Bottoms (Boston University)
Zoe Fieldsteel (Boston University)
Erin Spurgeon (Boston University)
Amy Lieberman (Boston University)

We investigated the linguistic content of parent input in American Sign Language (ASL) during free play interactions between deaf children (n=7, ages 18 months to 3 years) and their deaf mothers. We transcribed mothers' utterances over a 20-minute period for a range of linguistic features including MLU, lexical diversity, and points. Mothers used a greater proportion of verbs than any other word class. Across participants, 30% of utterances contained nouns, and 56% contained verbs. Verb use was comprised of action verbs (DRIVE, FEED), mental verbs (WANT, SEE), and classifiers. Linguistic points most frequently occurred in utterances without an overt noun, suggesting that points served a pronominal role in many cases. Maternal MLU and type-token ratio varied across individuals but were not correlated with the child's age or CDI vocabulary. These data provide a first step in understanding the linguistic properties of maternal input during free play with objects in ASL.

POSTER SESSION I

Connecting Phonotactic Learning and Word Learning in Infancy

Ellen Breen (University of Wisconsin-Madison)
Ron Pomper (University of Wisconsin-Madison)
Jenny Saffran (University of Wisconsin-Madison)

Children have rich knowledge of native language phonotactics and this knowledge impacts novel word learning; this impact is stronger for children with larger compared to smaller vocabularies. Less is known about how phonotactic learning influences novel word learning. In the current experiment, 2-year-olds (n=41) were pre-familiarized to a novel phonotactic regularity: a series of nonsense words that began with the same consonant. Following pre-familiarization, children were taught novel label-object pairs in which labels were consistent or inconsistent with the regularity. While children with smaller productive vocabularies learned all novel label-object pairings, children with larger vocabularies only learned pairings that were consistent with the novel phonotactic regularity. These findings demonstrate that even brief exposure to a novel phonotactic regularity constrains infants' mapping of sounds to meaning, and further highlight individual differences between infants in their selectivity of candidate word forms.

Notes

POSTER SESSION I

Predictive sentence comprehension during story-listening in Autism Spectrum Disorder

Jonathan Brennan (University of Michigan)
Renee Lajiness-O'Neill (Eastern Michigan University)
Susan Bowyer (Henry Ford Hospital)
Ioulia Kovelman (University of Michigan)
John Hale (Cornell University)

A clear understanding of language comprehension in ASD remains elusive in part because co-morbid social deficits lead to problems with behavioral task compliance. We overcome this challenge in the domain of predictive sentence comprehension by engaging participants in a naturalistic task while passively collecting neural signals. 16 high-functioning participants with ASD and 16 age- and gender-matched control participants simply listened to chapter 1 of "Alice in Wonderland" while magnetoencephalography (MEG) signals were recorded. To examine prediction, a computational model quantified the surprisal of each word's part-of-speech given the two linearly preceding words. A linear regression against MEG signals, which included (sub-)lexical control predictors, shows that surprisal correlates with right-temporal activity 120-290 ms after word onset. The same pattern was seen regardless of diagnosis (non-significant surprisal-by-group interaction, $p > 0.1$). This indicates that sentence-level predictions may be processed similarly between high-functioning children with ASD and typically developing peers.

POSTER SESSION I

The role of dominance and age of acquisition in L3 development

Jennifer Cabrelli Amaro (University of Illinois at Chicago)
Michael Iverson (Indiana University)
David Giancaspro (University of Richmond)
Becky Halloran (Indiana University)

This study investigates the role of age of acquisition (AoA) vs. dominance in the finding that L1 transfer is slower to overcome than L2 transfer in L3 acquisition (Cabrelli Amaro et al., 2018). We compare three types of English/Spanish bilinguals that have initially transferred Spanish into L3 Brazilian Portuguese (BP): L1 Spanish/L2 English, L1 English/L2 Spanish, and English-dominant heritage speakers (HSs) of Spanish. We examine acceptability of differential object marking (DOM) in BP as our test case for morphosyntactic development. In Spanish, certain accusative object DPs are marked with a; neither English nor BP exhibit this contrast. Acceptability judgment task data reveal that although all three types of bilinguals accept DOM in BP initially, at advanced proficiency only the L1 English group patterns with BP controls. Since the HS group and L1 Spanish pattern together, the result favors age of acquisition as an explanatory variable in L3 developmental rate.

POSTER SESSION I

Article omission across languages and the syntax of possessives

Andrea Ceolin (University of Pennsylvania)

It has been noted that children speaking Romance languages learn how to correctly produce articles faster than children speaking Germanic languages. Lleo and Demuth (1999) argue that the prosody of Romance languages facilitates the acquisition of articles, while Chierchia et al. (1999) and Guasti et al. (2008) propose that differences in semantic types and syntactic categories can explain the delay. These works have argued that in this domain frequency effects do not play a role, because the amount of bare nouns in the languages studied do not correlate with rates of article omission. Here we show that there is a syntactic factor that influences the co-occurrence of articles and nouns in the input data, i.e. the syntax of possessive constructions. We argue that input frequencies might play a crucial role in explaining the different patterns of article omission.

POSTER SESSION I

Information Structure and Ordering Preferences in Child and Adult Speech in English

Jidong Chen (California State University, Fresno)
Bhuvana Narasimhan (University of Colorado Boulder)

Adults typically order old referents before mentioning new referents in discourse (e.g. Bock and Irwin 1980). Recent studies reveal that children prefer to order “new” before “old” referents (e.g. Narasimhan & Dimroth 2007). Is children’s non-adult-like ordering preference a language-specific phenomenon or a language-independent cognitive preference? We employed an elicited production task to investigate word order in conjoined noun phrases in 15 English-learning children (mean age 4;5, 3;10 – 5;1) and 12 adult native English speakers (mean age 27, 21 – 54). Findings showed that adults were more likely to use the “old-before-new” word order than children ($\beta=2.17$, $Z=5.8$, $p<.0001$). But whereas adults produced “old-before-new” significantly higher than chance ($\beta=1.78$, $Z=5.97$, $p<.0001$), children did not prefer the ‘new-before-old’ order significantly above chance ($p=0.07$). Our finding suggests that children acquiring different languages may not start out with a robust ‘new-before-old’ preference, but converge on a preference for the “old-before-new” order by adulthood.

Notes

POSTER SESSION I

Discrimination and Generalization of Emotional Prosody in Autism Spectrum Disorder

Naomi Gaggi (College of Staten Island, CUNY)
Patricia Brooks (College of Staten Island, CUNY; CUNY Graduate Center)
Bertram Ploog (College of Staten Island, CUNY; CUNY Graduate Center)

This study used a discrimination task, embedded in a custom-made videogame, to explore attention to lexical content and emotional prosody of spoken sentences in youth with Autism Spectrum Disorder (ASD). Youth (N=13, range 7y; 1m-21y; 3m, 6 verbal, 7 nonverbal) exhibited a lack of attention to emotional prosody relative to lexical content, as evidenced by poor performance on test trials requiring them to distinguish target sentences from foils differing only in emotional tone-of-voice. In contrast, they exhibited no difficulties in generalizing content and prosodic features of spoken sentences to a voice of opposite gender. The findings of intact generalization contradict widespread views of atypical generalization in ASD, suggesting the need for future research to test for generalization under varying task demands. The utility of the videogame for testing verbal and nonverbal individuals with ASD suggests potential therapeutic applications as a method of rewarding attention to emotional cues in speech.

POSTER SESSION I

Lexical Development across Young Deaf Homesigners in Peru

Sara Goico (University of California, San Diego)
Rachel Mayberry (University of California, San Diego)

Research on language acquisition has demonstrated the importance of lexical development to enable grammatical development. It is unclear, however, how lexical development proceeds in the absence of linguistic input. Homesigns, the idiosyncratic gestural systems developed by deaf individuals without access to a conventional language, provide the unique opportunity to investigate such an inquiry. Little is known, however, about the homesign lexicon. Researchers note that the pointing gestures of young homesigners are used with the same frequency as children acquiring language use words to refer to nominal categories. Nevertheless, there has been no research detailing how the homesign lexicon develops over time. In this study, we explore the lexicons of young homesigners to understand the role of language exposure on lexical development and the concepts that arise even with limited linguistic input.

POSTER SESSION I

A closer look at causation in L2 Spanish psych verbs

Becky Halloran (Indiana University)

While all Class II Spanish psych verbs are causatives, this research proposes a distinction between internal and external causation which is attributed to a [+/-control] feature associated either with the subject (external control verbs, e.g. sorprender 'to surprise') or the object (internal control verbs, e.g. aburrir 'to bore'). This difference has syntactic consequences which are manifested in the following pattern: external causation verbs allow the eventive passive, but not the 'ponerse + adjective' construction, while internal causation verbs display the inverse pattern. Four groups of L1 English/L2 Spanish speakers and a group of NSs completed a written contextual acceptability judgment task containing 12 verbs in the syntactic configurations mentioned above. NSs made distinctions consistent with this analysis; L2 learners displayed evidence of development as proficiency increases, indicating sensitivity to universal semantic features that determine argument structure possibilities and the possibility of convergence on the target grammar.

Notes

Notes section with horizontal lines for writing.

POSTER SESSION I

Children’s sensitivity to abstract event structure

Yue Ji (University of Delaware)
Anna Papafragou (University of Delaware)

In linguistic theory, bounded events include an inherent endpoint; unbounded events do not. Canonically, bounded events are encoded by telic VPs (eat a pretzel) and unbounded events by atelic VPs (eat pretzels). Here we explore how language and cognition connect in representing the abstract property of boundedness. In Experiment 1, 4-to-5-year-old children and adults were exposed to videos of bounded and unbounded events and had to learn the corresponding event categories. Both children and adults were better at forming the category of bounded events than that of unbounded events. In Experiment 2, children of the same age and adults described the videos used in Experiment 1. Both children and adults gave more target descriptions for bounded than for unbounded events. Our results suggest a parallel between language and cognition in representing abstract event structure. Furthermore, in both cognition and language, bounded events are encoded more precisely compared to unbounded events.

POSTER SESSION I

Epistemic reasoning during conversational inferences

Alyssa Kampa (University of Delaware)
Anna Papafragou (University of Delaware)

Recent evidence has indicated that adults derive scalar implicatures according to the epistemic state of the speaker. Two studies have investigated the epistemic step in implicature derivation with children; both found that 5-year-olds had some degree of success, but 4-year-olds failed (Papafragou et al., in press; Hochstein et al. 2016). In the present study, preschoolers were administered a simple linguistic task inspired by referential communication paradigms. In this experiment, 5-year-olds were found to be adult-like in incorporating speaker knowledge into the derivation of scalar implicatures, and 4-year-olds were found to be significantly different from chance. A follow-up non-linguistic study found that this ability did not extend to non-linguistic stimuli for 4-year-olds, possibly due to the exhaustivity requirements of the task or the relative ease of computing linguistic, as opposed to pictorial, alternatives.

Notes

POSTER SESSION I

Modeling Representational Constraints in Word Segmentation

Jordan Kodner (University of Pennsylvania)

Computational models of word segmentation often focus on purely distributional cues and report divergent performance on various languages. However, accumulated evidence in the developmental literature points to structural cues, for example stress position, word minimality, and prosodic cues, as well in the process of segmentation. We study the varied impact of word well-formedness cues on performance for English, Spanish, French, and Japanese. Given a syllable-based segmentation baseline, we study the marginal improvements provided by each of the above structural cues for each language. While the English and French baselines are quite good, the Spanish and Japanese baselines are much weaker. We demonstrate that performance both converges and improves with an algorithmic model taking structural cues into account and that cues which appear critical for some languages provide little or no benefit to others.

POSTER SESSION I

A New Test of One-to-One Matching Between Arguments and Participants in Verb Learning

Alexander Williams (University of Maryland)

Laurel Perkins (University of Maryland)

Angela Xiaoxue He (Boston University)

Sigríður Björnsdóttir (University of Tromsø - The Arctic University of Norway)

Jeffrey Lidz (University of Maryland)

On one verb learning hypothesis, children expect the number of arguments in a clause to match one-to-one the participants in their view of an event it describes: henceforth “Participant-to-Argument Matching” (e.g. Naigles, 1990). A child who hears a new verb in a transitive or intransitive clause may thus infer whether it describes an event perceived with 2 or 1 participants. However, previous preferential looking studies have found inconclusive evidence that children use this strategy with intransitive sentences. To control for possible methodological confounds, we introduce a new “Violation of Fit” method to test the fit between a sentence and a scene. We find that 19-to-22-month-olds familiarized to a 2-participant KNOCK-OVER scene were later surprised to hear an intransitive description, compared to a transitive description. Further investigation is needed to determine whether this behavior is due to Participant-to-Argument Matching or to a more specific learning strategy.

POSTER SESSION I

L1 Influence on L2 English Telicity Judgment with Object NPs

Mien-Jen Wu (University of Illinois at Urbana-Champaign)

The form of English object NPs can influence the telicity of VP: “drew the pictures” denotes a telic event while “drew pictures” denotes an atelic one. Since Chinese does not have articles, L1-Chinese L2-English learners may not distinguish between “drew the pictures” and “drew pictures”. To test for L1 transfer, an acceptability judgment task was implemented, which used the diagnostic proposed by Dowty (1979) and Krifka (1992): telic VPs are more compatible with “in” adverbials, while atelic ones are more compatible with “for” adverbials. Analyses showed that there was no effect of NP form on learners’ judgment, and they also rated items with “for” adverbials significantly higher than those with “in” adverbials. The results indicated possible effect of L1 transfer, and learners’ preference for “for” adverbials over “in” adverbials may be because a VP with a bare NP object is preferentially interpreted as atelic in Chinese.

POSTER SESSION I

The Person Asymmetry in Agreement in “What BE...?” Questions in English

Rong Yin (University of Massachusetts Amherst)

It has been reported in the literature that English-speaking children say sentences like “What is these?”, “What’s you doing?” (cf. Menyuk 1969; Radford 1990, 1996; O’Grady 1997; and Clark 2003), while “are/’re” are used in English-speaking adult language (i.e., “What are these?”, “What’re you doing?”). I first present new data that shows a person asymmetry in the usage of 3rd person singular agreement in “What BE...?” questions (e.g., “What is they doing over there?”) in present tense from a corpus study, in which I examined all the English-North American data in the CHILDES database. I suggest an analysis to show how a syntactic mechanism could explain the person asymmetry, assuming a generative framework.

POSTER SESSION I

The development of metonymic processing as the growth of context construal ability

Muye Zhang (Yale University)

Maria Mercedes Piñango (Yale University)

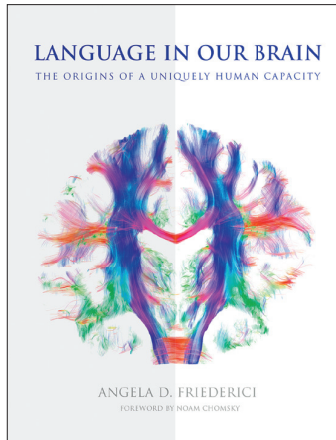
Kathryn Davidson (Harvard University)

We investigate the developmental trajectory (ages 5-12) of systematic/circumstantial metonymy processing. SM/CM share an underlying stand-for relation between the explicit entity and an implicit one, but differ in degree of contextual support needed. We hypothesize that children’s previously reported comprehension “difficulties” result from an immature ability to construe, in real-time, novel contexts which license the relation. This licensing-context-construal ability relies on independent, non-linguistic developmental constraints (depends on experience and thus grows over time), predicting an age-accuracy interaction whereby CM comprehension develops slower than SM. Through self-paced reading and context-elicitation studies, we conclude that children can comprehend metonymy from an early age. Yet, comprehension is constrained by their ability to build context (subject to maturation). These findings support a model where contextualization is the induction of situations providing required participant-roles. The experience-dependent availability of situations in semantic memory is the developmental constraint for children’s ability to construe a metonymy-licensing context.



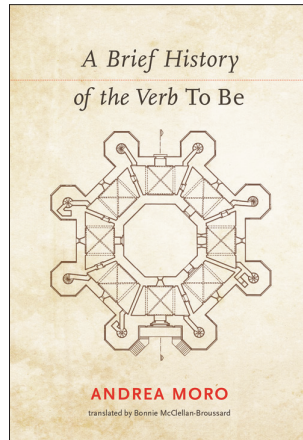
The MIT Press

Use code
MITBUCLD17
for a 30%
discount



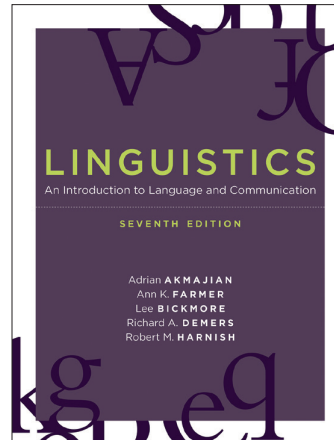
Language in Our Brain
The Origins of a Uniquely Human Capacity
Angela D. Friederici
foreword by Noam Chomsky
A comprehensive account of the neurobiological basis of language, arguing that species-specific brain differences may be at the root of the human capacity for language.
\$45 | £37.95 | cloth

The Final-Over-Final Constraint
A Syntactic Universal
Michelle Sheehan, Theresa Biberauer, Ian Roberts, and Anders Holmberg
An examination of the evidence for and the theoretical implications of a universal word order constraint, with data from a wide range of languages.
\$40 | £32.95 | paperback
Linguistic Inquiry Monographs series



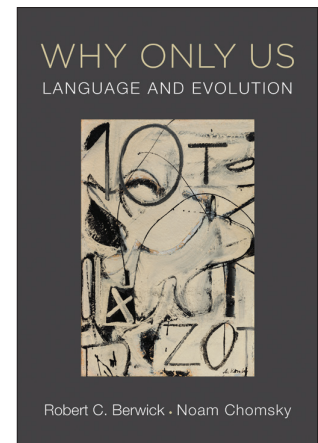
A Brief History of the Verb To Be
Andrea Moro
translated by Bonnie McClellan-Broussard
A journey through linguistic time and space, from Aristotle through the twentieth century's "era of syntax," in search of a dangerous verb and its significance.
\$40 | £32.95 | cloth

Language Acquisition
SECOND EDITION
The Growth of Grammar
Maria Teresa Guasti
The new edition of a comprehensive introduction to a rapidly developing field, combining developmental data with theory.
\$50 | £41.95 | paperback



Linguistics
SEVENTH EDITION
An Introduction to Language and Communication
Adrian Akmajian, Ann K. Farmer, Lee Bickmore, Richard A. Demers, and Robert M. Harnish
The latest edition of a popular introductory text, including a section on computational linguistics, new non-English examples, quizzes for each chapter, and additional special topics.
\$125 | £104.95 | paperback

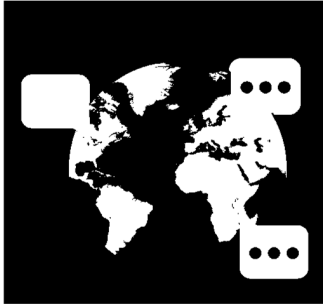
'And'
Conjunction Reduction Redux
By Barry Schein
A bold argument that "and" always means "&," the truth-functional sentential connective.
\$75 | £62.95 | cloth



Why Only Us
Language and Evolution
Robert C. Berwick and Noam Chomsky
Berwick and Chomsky draw on recent developments in linguistic theory to offer an evolutionary account of language and humans' remarkable, species-specific ability to acquire it.
\$15.95 | £13.95 | paperback

The Targeting System of Language
Leonard Talmy
A proposal that a single linguistic/cognitive system, "targeting," underlies two domains of reference, anaphora (speech-internal) and deixis (speech-external).
\$50 | £41.95 | cloth

mitpress.mit.edu



languages

Languages (<http://www.mdpi.com/journal/languages>) is an international, open access scholarly journal whose central concern is the promotion of understanding of the diverse aspects of the world's languages. We aim to present discussions and developments of multidisciplinary research and thereby generate broad and practical applications for the study of languages.

There are no article processing charges for manuscripts submitted in 2017 and in 2018.

To encourage high-quality contributions in the interdisciplinary field of linguistics, *Languages* is pleased to announce the establishment of its first Best Paper Award. The award carries a cash prize of 400 Swiss Francs, and rewards the originality, the innovation, the clarity of exposition, and the scientific impact of the best contribution submitted after 1 September 2017 and published before 30 September 2018. Detailed information can be found at <http://www.mdpi.com/journal/languages/awards> or provided by email contacting languages@mdpi.com.



2018 *LANGUAGES* AWARD BEST PAPER



Languages Editorial Office
St. Alban-Anlage 66
CH-4052 Basel, Switzerland
languages@mdpi.com
www.mdpi.com/journal/languages

POSTER SESSION II

Audiovisual speech perception, parental input, and vocabulary in the first year of life

Mélanie Hoareau (Université Paris Descartes)
Thierry Nazzi (Université Paris Descartes)
Henny H. Yeung (Simon Fraser University)

How do individual differences in parental speech input influence visual scanning of a talking face in the first year of life? Twenty-three infants were tested longitudinally at 4, 8 and 12 months of age. We calculated the average number of adult words heard per hour at home at each age. For the audiovisual task, two 45s monologues (native French versus nonnative English) were presented to each infant, and we calculated the PTLT for the eyes and mouth regions. We also collected parental reports of infants' vocabulary at 12 months of age. Our results first confirm a developmental shift away from the eyes from 4 to 12 months. Our preliminary results indicate that more mouth looking at 8 months is associated with increased speech input at the same age, and a tendency for higher vocabulary levels at 12 months, suggesting links between language input, visual scanning, and lexical acquisition.

POSTER SESSION II

What inferences do Mandarin-speaking children make in negative sentences?

Haiquan Huang (Macquarie University)
Stephen Crain (Macquarie University)

This study investigated 5-year-old Mandarin-speaking children's computation of Free Choice Inferences (FCIs) in negative sentences. In previous research, Mandarin-speaking children were found to compute FCIs in affirmative sentences with the disjunction word *huozhe* 'or' and in ones with the polarity sensitive expression *renhe* 'any'. This study investigated the entailments and inferences that children draw from both kinds of sentences when they contain either internal or external negation. To this end, we conducted five experiments using the Truth Value Judgment Task. The main findings were as follows. Experiment 1 confirmed the distinction between internal and external negation. Experiments 2-5 revealed that five-year-old Mandarin-speaking children understand FCIs are cancelled in sentences with internal negation, but are preserved in sentences with external negation, introduced by the focus adverb *zhidou* 'only'. In view of the paucity of relevant input to children, the findings support an innateness account of acquisition of logical expressions.

PAID ADVERTISEMENT

Are you presenting a talk or poster at BUCLD?

Cascadilla Press will publish the entire proceedings both in print and online with open access. Please contribute your paper so more people can learn about your research! Just follow the style sheet, upload a PDF file of your paper, and mail us your signed publication rights form by the deadline. If you have any questions, please contact buclد@cascadilla.com.

Proceedings deadline: January 25

**Complete instructions and style sheet:
www.cascadilla.com/buclд-style.html**

PAID ADVERTISEMENT

POSTER SESSION II

Cross-linguistic influence in the use of referring expressions in school-age Japanese-English simultaneous bilinguals

Satomi Mishina-Mori (Rikkyo University)
Yuki Nagai (Rikkyo University)
Yuri Jody Yujobo (Tamagawa University)

The current study investigates if syntax-pragmatics interface with partial overlap in the structures is vulnerable to cross-language effects in school-age Japanese-English simultaneous bilinguals growing up in the Japanese context. Referring expressions to introduce, re-introduce and maintain the topic in the narratives of seven bilingual children were compared with those of the monolingual peers in each language. Our analysis reveals a unidirectional influence from English to Japanese, adding evidence for both the interface hypothesis and the ambiguity hypothesis. The findings indicate that interaction between the two languages at interface structure is a feature of both younger and older bilinguals, and that language-internal factor solely determines the directionality of influence. We further argue that cross-linguistic influence may not be an indication of delay in acquiring language-specific rules limited to the earliest stages of dual language development, but a manifestation of the persisting difficulties unique to interface structures.

POSTER SESSION II

Worldwide frequency of phonemes predicts their age of acquisition

Steven Moran (University of Zurich)
Sabine Stoll (University of Zurich)

Although infants discriminate between virtually all phonetic contrasts at birth, adult-like production of their native phonemes takes years to master. Children of some languages cannot produce the full range of native sounds in their phonological inventory until around age seven, which may be expected given that there are more than two thousand categorically distinct sounds in the world's languages. Here, we ask whether age of acquisition of phoneme production is predicted by the frequency distribution of phonemes cross-linguistically. We test this question with a database of longitudinal corpora including eight typologically diverse languages: Chintang, Cree, Indonesian, Inuktitut, Japanese, Sesotho, Turkish and Yucatec. We extract the transcribed speech produced by 46 children between ages one and five-and-a-half. and construct a generalized linear mixed-effects model of age of acquisition as a function of phoneme frequency. We show that uncommon sounds cross-linguistically are typically acquired later by children regardless of the language.

POSTER SESSION II

Input-Output Correspondence in the Acquisition of Variation

Roksolana Mykhaylyk (Harvard University)

This study addresses the issue of the acquisition of input variations with novel data on direct object (DO) types (i.e., null, pronouns and NPs) in Ukrainian - the language that allows all of these DO types in certain contexts. Since in general the output is conditioned by the input, the child grammar is likely to be governed by the same constraints as the adult grammar. This prediction was tested in an experimental study with 38 monolingual children and 22 adult native speakers. The results show that while the child group as a whole differs significantly from the adult group, these differences concern only the overuse of one of the correct variants (i.e., null DO) in Specified contexts, and they mostly disappear by the age of 6. This suggests that the child grammar options stay within the range allowed by the adult grammar constraints, but some variants are maximized in the output at early stages of language development.

POSTER SESSION II

The Structure of Sluicing and the Availability of Strict and Sloppy Readings in Child Japanese

Akari Ohba (Ochanomizu University)
Hiroyuki Shimada (Meiji Gakuin University)
Kyoko Yamakoshi (Ochanomizu University)

This study examines children's comprehension of sluicing in Japanese. Sluicing is one type of ellipsis which has remnant wh-phrases (ex. John bought something but I don't know what). In particular, we focus on two types of sluicing: Japanese standard sluicing (JSS) and Japanese pronominal sluicing (JPS). JSS and JPS have different interpretations, in that JSS has sloppy and strict readings whereas JPS has only a strict reading. We examined whether Japanese children accepted sloppy readings in JSS but not in JPS in order to inspect whether Japanese children expect pro or ellipsis in JSS. Through our experiment with the Truth Value Judgment Task, we found that Japanese children allow both sloppy and strict readings for JSS but only a strict reading for JPS. Our experiment shows that 1) Japanese children know the interpretational differences between JSS and JPS, and 2) they know the case that JSS includes ellipsis.

POSTER SESSION II

The relationship between language experience and infants' word segmentation skills

Adriel John Orena (McGill University)
Linda Polka (McGill University)

Many studies show that young monolingual infants use language-specific cues to segment words in their native language. Here, we asked whether 8-month-old infants have the capacity to segment words in a bilingual context. Infants heard an English-French mixed passage that contained one target word in each language, and were then tested on their recognition of the two target words. The English-monolingual and French-monolingual infants showed evidence of segmentation in their native language, but not in the other unfamiliar language. As a group, the English-French bilingual infants segmented in both of their native languages. However, closer inspection of the data suggests that language dominance may play a role in their performance in the task. Taken together, these results suggest a dose-response relationship between speech input and word segmentation: more input in a language may give infants more opportunities to learn about how that language indexes word boundaries.

POSTER SESSION II

When you eat from the cake, is it all gone? Morphosyntax as a cue to partitivity

Duygu Özge (Middle East Technical University)
Deniz Vidinli (Middle East Technical University)
Aylin Küntay (Koç University)
Jesse Snedeker (Harvard University)

We investigate whether 4-year-old Turkish children use the contrast between the accusative and ablative case to interpret the part-whole denotation. Study-1 used two animation-videos showing two girls consuming a mass entity (cake), where one of them finishes it up while the other consumes some of it. Children then saw two pictures portraying the final-state of the events (empty-dish/dish-with-half-consumed-cake), accompanied by an utterance in ablative (partitive) versus accusative condition (whole). Children selected the correct picture depicting the utterance. In Study-2, to test whether priming the quantity-denoting nature of the event would improve the performance, this target task was preceded by an unrelated quantifier-comprehension test. Whole interpretation was assigned regardless of case in Study-1, but accuracy improved in Study-2 with priming. This suggests children have a default focus on what-happens when perceiving events; and they begin to realize the quantificational/aspectual properties of events when the hypothesis-space is constrained by a supportive context.

POSTER SESSION II

Second-order false beliefs and recursive complements in children with Autism Spectrum Disorder

Irina Polyanskaya (Roskilde University)
Torben Brauner (Roskilde University)
Patrick Blackburn (Roskilde University)

Second-order (SO) false belief (FB) is a developmental component of Theory of Mind (ToM), underlying complex social behavior such as idiom understanding and peer coordination. Links between language and false belief reasoning in *first-order* ToM have been established in both typically developing and children with Autism Spectrum Disorder (ASD). *Second-order* ToM development is less studied, and its links with language remain unclear.

We have carried out a correlation and training study of second-order social reasoning competency in high-functioning Danish children with ASD. Our hypothesis is that training in linguistic recursion will improve their SOFB reasoning abilities.

Our correlational study (n=62) indicates that mastery of recursive complements is a significant predictor of second-order false belief understanding, even after accounting for age, general grammatical knowledge, and working memory. Our training study (n=27) shows that a five day recursive embedding training leads to significant improvement in SOFB mastery.

POSTER SESSION II

A methodological meta-analysis: Implications for models of transfer in L3/Ln acquisition

Eloi Puig-Mayenco (University of Reading)
Jorge Gonzalez Alonso (UiT The Arctic University of Norway)
Jason Rothman (University of Reading; UiT the Arctic University of Norway)

The meta-analysis examines what factors determine when, how and to what extent previous linguistic experience (from the L1, L2 or both languages) affects the initial stages and beyond of adult L3 acquisition. In doing so, we address what a birds' eye view of the data tell us regarding competing theoretical accounts in the L3 literature. Data couple together to suggest that some factors are much more influential than others (e.g. typological proximity between L3 and L1 or L2) and that the findings can be translated to support a small cohort of the competing theories only. As discussed, the meta-analysis transcends the field of adult multilingualism precisely because of what it reveals as a prima facie example in behavioral research in terms of how different types of methodological considerations impact how data are interpreted to be supportive or not of particular claims.

POSTER SESSION II

Brazilian bimodal bilinguals as heritage signers

Ronice Müller de Quadros (Universidade Federal de Santa Catarina)

Diane Lillo-Martin (University of Connecticut)

This paper presents an analysis of adult bimodal bilinguals as heritage language users. Bimodal bilinguals are hearing children of Deaf parents who acquired a sign language at home with their parents, and the spoken language of the surrounding community through hearing family members, friends at school, neighbors and other hearing people. This is a type of heritage language context, in which speakers have access to their parents' language, which is in this case, Brazilian Sign Language, Libras, as a first language; as well as the language of their community, here Brazilian Portuguese, BP, as a second first language. Analyzing bimodal bilinguals who possess pairs of languages in different modalities as heritage languages shows a new kind of evidence for the understanding of the heritage language phenomenon.

POSTER SESSION II

Direct Object Scrambling in Dutch-speaking children with SLI and with HFA

Jeannette Schaeffer (University of Amsterdam)

In Dutch, referential direct objects scramble over negation/adverbs, while non-referential direct objects follow negation/adverbs. Hypothesizing that a) scrambling requires both pragmatic and syntactic knowledge, and b) children with SLI have (morpho)syntactic deficits and children with HFA weak pragmatics, we predict that both populations fail to scramble, but for different reasons. The results of our Scrambling Elicited Production Task and several other tests with three groups of Dutch-speaking children aged 6-14 (SLI, HFA, and TD) confirm our prediction: The SLI and HFA groups both score significantly more poorly than the TD group on scrambling. The SLI group also performed relatively poorly on other morphosyntactic tests, but TD-like on relevant pragmatic tests, suggesting that their scrambling failure is due to weak syntax. In contrast, the HFA group scored TD-like on both morphosyntax and relevant pragmatics. We attribute the HFA group's non-TD-like scrambling to failure to integrate the relevant pragmatic and syntactic knowledge.

POSTER SESSION II

A longitudinal comparison of object clitic production in the spontaneous language of L2 children and children with SLI

Maureen Scheidnes (Memorial University of Newfoundland)

Object clitic omission may be a clinical marker of SLI in French-speaking monolinguals, but it is unclear if this is the case for children acquiring L2 French since typically developing L2 children also omit object clitics. The role of language exposure (LoE) complicates this issue. In order to better understand the impact of LoE, object clitic production was evaluated in spontaneous language samples which were collected twice at 12-month intervals (T1, T2) from L2 children (L1 English, L2 French) and 19 children with SLI (L1 French). The L2 overlapped with the SLI at T1, but not at T2. LoE was significantly correlated with object clitic production at T1, but not at T2. At T1, L2 children with < 1;6 LoE produced very few object clitics, but not at T2. The results support the idea that object clitics could be useful in identifying SLI in L2 children with >18 months LoE.

POSTER SESSION II

Testing Predictive Power of Morphosyntactic Cues Cross-Linguistically

Irina Sekerina (College of Staten Island)

Natalia Mitrofanova (UiT The Arctic University of Norway)

Two goals of the present study are (1) cross-linguistic comparison of the predictive power of the two morphosyntactic cues (case and word order) in Russian with German, and (2) fine-tuning the hierarchy of sources of information by testing two types of visual contexts that present a transitive event differently (2-picture vs. 3-referent). Russian-speaking 3-6-year-old children participated in a VWP study using the materials modified from Özge et al. (2016). The design was 2x2, Word Order (SVO vs. OVS) x Visual Context (2 pictures side-by-side vs. 3 single referents). The accuracy in both age groups in the OVS condition was excellent, but the older group was better (5-6-yos: 98%, 3-4-yos: 86%). The eye movements of both groups in the OVS condition, showed an early Agent advantage. Interaction (ROI x Visual Context x Group) revealed that the 3-Ref context was more powerful in predicting the OVS for the 3-4-yos.

POSTER SESSION II

Mis-segmentation of vowel-initial words in toddlers

Rushen Shi (Université du Québec à Montréal)
Mireille Babineau (École Normale Supérieure - PSL Research University (EHESS - CNRS))

Many studies reported that infants' segmentation of vowel-initial words is delayed in comparison with consonant-initial words (Mattys & Jusczyk, 2001; Seidl & Johnson, 2008; Babineau & Shi, 2014). In this study we used French resyllabification cases to examine whether a syllable-aligned bias guides infants' segmentation when facing vowel-initial words. Enchaînement is a language-general type of resyllabification, which occurs when the coda consonant at the word offset is produced more as the onset of the following vowel-initial word (e.g., the resyllabification of /d/ in 'cold ice' in English, /k/ in 'chaque enfant' in French). Segmentation of enchaînement cases was assessed in a preferential looking task with a total of 32 French-learning 20-month-olds. Results showed that infants followed a syllable-aligned bias despite transitional-probability cues supporting subsyllabic vowel-initial (correct) segmentation, and despite the presence of relatively strong acoustic cues to vowel-initial word onset. Taken together, a lasting syllabic bias strongly influences infants' segmentation.

POSTER SESSION II

The Development of a Generative Lexicon: Evidence from Instrument Verbs

Barbora Skarabela (University of Edinburgh)
Mahesh Srinivasan (University of California, Berkeley)
Hugh Rabagliati (University of Edinburgh)

In English and many other languages we often use the same word for an action and the tool we use to perform the action (e.g., we hammer with a hammer and brush with a brush). Are young children aware of this and do they use their knowledge of one meaning (e.g., that an action involving a tool is called 'pabbing') to infer other meanings (e.g., that the tool is a 'pab' but a novel label like 'neefoo' must refer to the patient)? In a series of experiments we found that in the third year of life children begin to generalize novel instrument verbs to the instrument and that four-year-olds spontaneously infer that the meaning of a novel label that is not related to the instrument verb (e.g., 'neefoo') must refer to the patient. These findings suggest that structured polysemy may play an important role in children's rapidly growing lexicon.

POSTER SESSION II

Verb imageability is related to the acquisition of past tense forms in English

Filip Smolík (Institute of Psychology, Czech Academy of Sciences)

Imageability is the ability of words to elicit mental sensory images of their referents. Highly imageable words are processed faster and acquired earlier than less imageable words, and their inflected forms are produced faster (e.g. Morrison, Chappell, Ellis, 1997; Prado, Ullman, 2009). It is thus possible that imageability also facilitates the acquisition of inflections, and there is some evidence that this is the case in English nouns and Czech verbs and nouns (Smolík, 2014; Smolík, Kříž, 2015). The present study tested the effect of imageability on the timing of the early occurrences of past tense verb forms in longitudinal corpora of child English. Box-Cox proportional hazards regression models were used to analyze data extracted from longitudinal corpora in Childe (Manchester and dense English corpora). The results confirm that imageability affects the acquisition of past tense forms in verbs, and that its effect is moderated by frequency.

POSTER SESSION II

Young Infants Discriminate Subtle Phonetic Contrasts

Megha Sundara (University of California, Los Angeles)
Céline Ngon (École Normale Supérieure - PSL Research University (EHESS - CNRS))
Katrin Skoruppa (University of Basel)
Naomi H. Feldman (University of Maryland)
Glenda Molino Onario (Northeastern University)
James Morgan (Brown University)
Sharon Peperkamp (École Normale Supérieure - PSL Research University (EHESS - CNRS))

Narayan, Werker, and Beddor (2010) claimed that some phonetic contrasts might not be discriminated until the end of the first year. Specifically, they argued that infants initially demonstrate broad acoustic sensitivity in F2-F3 space that allows early discrimination of Filipino /ma/-/na/ while the more subtle Filipino /na/-/ŋa/ contrast must wait upon specific lexical language experience before becoming discriminable. That is, more subtle contrasts must be induced. Using a fully infant-controlled visual habituation procedure, we show that English-learning 4- and 6-month-olds successfully discriminate the Filipino /na/-/ŋa/ contrast. Moreover, both English- and French-learning 6-month-olds can discriminate comparably subtle nasal and lateral contrasts from Tamil. We discuss the methodological causes of these divergent results and their implications and argue that attunement theories omitting induction mechanisms are sufficient to characterize and explain development of speech perception in infancy.

POSTER SESSION II

Investigating relative clause island effects in native and nonnative adult speakers of Japanese

Nozomi Tanaka (Indiana University)
Bonnie D. Schwartz (University of Hawai'i at Mānoa)

This study examines whether L1-English L2ers of Japanese can come to know that in-situ *wh*-questions inside a relative clause (RC) are possible in Japanese, despite the ungrammaticality of their L1 counterparts (RC island; Ross, 1967). Sixteen L1-English L2ers of Japanese and 16 L1 Japanese controls completed an acceptability judgment task with a 2×2 factorial design: EMBEDDED-CLAUSE (RCs vs. finite complement clauses) × QUESTION (*wh*-questions vs. *yes/no*- questions). All groups, including Japanese natives, show the RC island effect. However, comparing performance on ungrammatical fillers with in-situ naze 'why' questions—which are attested to be island sensitive in both Japanese and English—to performance on RC island items, we found that Japanese natives rated the latter significantly higher than the former but L2ers rated them equally low. This finding suggests that (1) the native results are likely not a true indication of the RC island effect and (2) the L2 results point to L1 transfer.

POSTER SESSION II

Accentuate the Negative: Children's use of Tense in Negative Sentences

Rosalind Thornton (Macquarie University)
Kelly Rombough (Macquarie University)
Elena D'Onofrio (Not affiliated with a university)

This talk reports data from an elicited production study of past tense morphology in a group of 17 2-3-year-old children. The novelty of the experiment was to elicit affirmative and negative sentences in the past tense in separate sessions, but using the same task. The main finding was that there was a large difference in the provision of past tense morphology in affirmative and negative sentences. In affirmative sentences children provided the 'ed' about 30% of the time, used the stem form 28% of the time, and used the progressive another 25% of the time. In negative sentences, however, the progressive was absent, and the large majority (about 85%) of children's productions were with 'didn't'. We discuss whether children's productions with 'didn't' demonstrate knowledge of tense or not, and possible reasons for children's apparent elevated use of tense morphology in negative sentences.

POSTER SESSION II

Neural bases of phonological processing of newly segmented word forms

Katie Von Holzen (Laboratoire Psychologie de la Perception, Université Paris Descartes)
Léo-Lyuki Nishibayashi (University of Ottawa)
Thierry Nazzi (Université Paris Descartes)

We use ERPs to investigate the neural bases of early word form segmentation, and of the early differential processing of consonants and vowels, exploring how individual variability in these early skills might be related to later language outcomes. Our results with French-learning 8-month-old infants support previous studies that found that the word familiarity effect in segmentation is developing from a positive to a negative polarity at this age (Kooijman et al., 2013; Männel & Friederici, 2013) and that the C-bias has emerged by 8 months in French (Nazzi et al., 2016; Nishibayashi & Nazzi, 2016). Infants showing a more mature, negative response to newly segmented words at test also had greater growth in word production over the second year of life. Contrary to our predictions, however, we failed to establish a relationship between a C-bias and vocabulary growth.

POSTER SESSION II

Relative and absolute gradable adjectives in child comprehension: same or different?

Merle Weicker (Goethe-University, Frankfurt)
Petra Schulz (Goethe-University, Frankfurt)

Our study investigated preschool-children's interpretation of different gradable adjectives (GA) regarding effects of their comparison-class and the nature of the scale.

For relative GAs (=RA, big/small), which refer to open scales, the standard is determined relative to a comparison-class and is located around the midpoint of the scale. Absolute GAs (=AA, clean/dirty) refer to closed scales; the comparison-class is irrelevant for their interpretation and the standard is always one of the endpoints of the scale (Kennedy/McNally, 2005). Our study examined whether children determine different standards for AAs and RAs and whether changing the comparison class, encoded by the modified noun, influences the interpretation of RAs and AAs. Thirty-five 4- to 5-year-old German children were tested with a forced picture-choice task (cf. Barner/Snedeker, 2008). The results indicate that the standard for AAs and RAs differed and that only the interpretation of RAs is influenced by changes in the comparison class.

POSTER SESSION II

Assessing Mandarin-Speaking Pre-schoolers' Knowledge of English Plural Morphology

Nan Xu Rattanasone (Macquarie University)
Benjamin Davies (Macquarie University)
Katherine Demuth (Macquarie University)
Tamara Schembri (Macquarie University)

Many children learn a second language (L2) that is typologically distinct from their first language (L1). This is the case for L1 Mandarin-speaking learners of L2 English, a phonotactically and morphologically more complex language. School aged Mandarin learner of L2 English use inflectional morphology variably, e.g., cat for cats, suggesting challenges in acquiring English L2 grammatical morphology. We investigated whether younger Early Sequential Bilinguals (ESB) might benefit from L2 exposure during pre-school. Our results show that Mandarin-speaking 3-year-olds can produce plural morphemes when asked to repeat real words, but perform at chance on a forced choice comprehension task with novel words. This suggest that Mandarin ESB 3-year-olds do not yet have plural morphological representations.

POSTER SESSION II

The effect of population size on intergenerational language convergence: An artificial language learning paradigm

Jayden Ziegler (Harvard University)
Annemarie Kocab (Harvard University)
Jesse Snedeker (Harvard University)

Artificial language-learning paradigms using diffusion chains demonstrate that languages become both more learnable and more structured through iterated learning over “generations” (Kirby et al., 2008). Past studies have typically used one participant per generation. However, natural languages are used by multiple individuals. We examined the effect of community size on language convergence using diffusion chain experiments administered online. Across two experiments, we measured the effect of multiple speakers vs. a single speaker in each generation on word order convergence. In both cases, in an SOV-dominant context, we observed fast convergence with 4 (Exp1) and 6 speakers (Exp2) per generation, while in single-speaker chains, participants frequency-matched. For OSV- and VSO-dominant chains, native English-speaking participants converged on the non-dominant, SOV word order. These results suggest that both (1) community size and (2) linguistic properties of the input influence the speed of language convergence.

PAID ADVERTISEMENT

Does your library have all the BUCLD Proceedings? Do you?

The BUCLD Proceedings are a great resource for researchers and for students. New volumes starting with BUCLD 40 are available both in print and online with open access, and we have printed volumes back to BUCLD 19.

Library sales help support the conference, so ask your librarian to order past volumes and place a standing order for future volumes. If you want a copy of the forthcoming proceedings for your own home or office, save 50% with the discount code in the email confirming your conference registration.

Cascadilla Press **www.cascadilla.com**

PAID ADVERTISEMENT

Publisher Addresses

Brookes Publishing
P. O. Box 10624
Baltimore, MD 21285-0624
1-800-638-3775
www.brookespublishing.com

Cascadilla Press
PO Box 440355
Somerville, MA 02144
ww.cascadilla.com

Cambridge University Press
1 Liberty Plaza, Floor 20
New York, NY 10006
www.cambridge.org

Channel View Publications /
Multilingual Matters
St Nicholas House
31-34 High Street
Bristol, BS1 2AW, UK
multilingual-matters.com

Gallaudet University Press
800 Florida Avenue, NE
Washington, DC 20002
www.gupress.gallaudet.edu

John Benjamins Publishing Company
PO Box 36224
NL-1020 ME
Amsterdam, The Netherlands
https://benjamins.com

MDPI Languages
St. Alban-Anlage 66
CH-4052 Basel, Switzerland <http://www.mdpi.com/journal/languages>

MIT Press
One Rogers Street
Cambridge MA 02142-1209
www.mitpress.mit.edu

Taylor & Francis Group
2&4 Park Square
Milton Park, Abingdon, OX14 4RN
taylorandfrancis.com

Author Addresses

Linda Abarbanell
San Diego State University
labarbanell@mail.sdsu.edu

Lina Abed Ibrahim
University of Oldenburg
lina.abed.ibrahim@uni-oldenburg.de

Lauren B. Adamson
Georgia State University
ladamson@gsu.edu

Norielle Adricula
University of Colorado
Boulder
norielle.adricula@colorado.edu

Sunyoung Ahn
Harvard University
sunyoungahn@fas.harvard.edu

José Alemán Bañón
Centre for Research on
Bilingualism, Stockholm
University
jose.aleman.banon@biling.
su.se

Santos Ana Lúcia
Universidade de Lisboa
als@letras.ulisboa.pt

Kyriakos Antoniou
University of Cambridge
antoniouky@hotmail.com

Athulya Aravind
Massachusetts Institute of
Technology
aaravind@mit.edu

Froso Argyri
University College London
(UCL)
f.argyri@ucl.ac.uk

Andrew Armstrong
University of Illinois at
Urbana-Champaign
andrew.g.armstrong@gmail.
com

Inbal Arnon
Hebrew University of
Jerusalem
inbal.arnon@mail.huji.ac.il

Sudha Arunachalam
Boston University
sarunach@bu.edu

Angeliki Athanasopoulou
University of Delaware
angeliki@udel.edu

Mireille Babineau
LSCP, département d'études
cognitives, ENS, EHESS,
CNRS, PSL Research
University
mireillebbineau@gmail.com

Galia Bar-Sever
University of California, Irvine
gbarseve@uci.edu

Axel Barrault
PSL Research University
barrault.axel@gmail.com

Stephanie Baumann
Georgia State University

Fatih Bayram
Independent Scholar
fthbyrm@gmail.com

Elika Bergelson
Duke University
elika.bergelson@duke.edu

Carline Bernard
Université Paris Descartes,
Laboratoire Psychologie de la
Perception (LPP)
carline.bernard@gmail.com

Dana Bernier
University of Waterloo
dbernier@uwaterloo.ca

Ranka Bijeljac-Babic
CNRS, Université Paris
Descartes
ranka.bijeljac-babic@
parisdescartes.fr

Sigríður Björnsdóttir
University of Tromsø - The
Arctic University of Norway
sirrimjoll@gmail.com

Patrick Blackburn
Roskilde University
patrick.rowan.blackburn@
gmail.com

Veronika Bláhová
Institute of Psychology, Czech
Academy of Sciences
blahova.v@atlas.cz

Elma Blom
University of Utrecht
w.b.t.blom@uu.nl

Natalie Boll-Avetisyan
Universität Postdam
natalieboave@gmail.com

Ivan Paul Bondoc
University of Hawai'i at
Mānoa
ipbondoc@hawaii.edu

Arielle Borovsky Florida State University borovsky@psy.fsu.edu	Leone Buckle The University of Manchester leone.buckle@postgrad.manchester.ac.uk	Jidong Chen California State University, Fresno jchen@csufresno.edu	Stephen Crain ARC Centre of Excellence in Cognition and its Disorders and Department of Linguistics, Macquarie University stephen.crain@mq.edu.au
April Bottoms Boston University bottoms@bu.edu	Federica Bulgarelli The Pennsylvania State University fub113@psu.edu	Qi Cheng University of California, San Diego qcheng@ucsd.edu	Sarah Creel UC San Diego screel@ucsd.edu
Camillia Bouchon Language and Comparative Cognition Group, Center for Brain and Cognition, University Pompeu Fabra camillia.bouchon@upf.edu	Nyssa Bulkes University of Illinois at Urbana-Champaign nyssabulkes@gmail.com	Chun-Ho Erica Cheng Department of Educational Psychology, The Chinese University of Hong Kong	Ava Creemers University of Pennsylvania creemers@sas.upenn.edu
Mary Bounds University of Maryland College Park mbounds94@gmail.com	Jennifer Cabrelli Amaro University of Illinois at Chicago cabrelli@uic.edu	Cindy Chiang University of Southern California cindyc@usc.edu	Jennifer Culbertson University of Edinburgh jennifer.culbertson@ed.ac.uk
Susan Bowyer Department of Neurology, Henry Ford Hospital sbowyer1@hfhs.org	Amber Camp University of Hawai'i at Mānoa acamp@hawaii.edu	Sea Hee Choi University of Illinois at Urbana-Champaign schoi76@illinois.edu	Meg Cychosz University of California, Berkeley mcychosz@berkeley.edu
Silke Brandt LuCiD, Lancaster University s.brandt@lancaster.ac.uk	M. Julia Carbajal Ecole Normale Supérieure - PSL Research University carbajal.mjulia@gmail.com	Vicky Chondrogianni University of Edinburgh v.chondrogianni@ed.ac.uk	Elena D'Onofrio Not affiliated with a university elena@speechpathways.ca
Holly Branigan University of Edinburgh holly.branigan@ed.ac.uk	Marisa Casillas Max Planck Institute for Psycholinguistics marisa.casillas@mpi.nl	Anne Christophe LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University anne.christophe@ens.fr	Shannon Dailey Duke University shannon.dailey@duke.edu
Guillaume Braquet University of Edinburgh guillaumebraquet@aol.com	Andrea Ceolin University of Pennsylvania ceolin@sas.upenn.edu	Ellyn Cassey Chua University of the Philippines Manila ekchua@up.edu.ph	Evangelia Daskalaki University of Alberta daskalak@ualberta.ca
Torben Brauner Roskilde University	Craig Chambers University of Toronto Mississauga craig.chambers@utoronto.ca	Carla Contemori University of Texas at El Paso ccontemori@utep.edu	Kathryn Davidson Department of Linguistics, Harvard University kathryndavidson@fas.harvard.edu
Ellen Breen University of Wisconsin-Madison ebreen12@gmail.com	I Lei Chan Boston University ileichan@bu.edu	Marie Coppola University of Connecticut marie.coppola@uconn.edu	Benjamin Davies Macquarie University ben.davies@mq.edu.au
Jonathan Brennan Department of Linguistics, University of Michigan jobrenn@umich.edu	Charles B. Chang Boston University cc@bu.edu	Caitlin Coughlin University of Kansas c.coughlin@ku.edu	Alex de Carvalho Ecole normale supérieure - PSL Research University, Paris - France x.de.carvalho@gmail.com
Diane Brentari University of Chicago dbrentari@uchicago.edu	Lamprini Chartofylaka Ecole Normale Supérieure - PSL Research University lamprini.chartofylaka@cri-paris.org	Lauren Covey University of Kansas lrcovey@ku.edu	Nivja de Jong Leiden University Centre for Linguistics (LUCL), Leiden University; Utrecht Institute of Linguistics (UiL OTS), Utrecht University n.h.de.jong@hum.leidenuniv.nl
Patricia Brooks College of Staten Island and The Graduate Center, CUNY patricia.brooks@csi.cuny.edu			

Anna de Koster University of Groningen a.m.b.de.koster@rug.nl	Inge-Marie Eigsti University of Connecticut inge-marie.eigsti@uconn.edu	Francesca Foppolo University of Milano-Bicocca francesca.foppolo@unimib.it	Judit Gervain Université Paris Descartes, Laboratoire Psychologie de la Perception (LPP) judit.gervain@parisdescartes.fr
Angela Claudine De Leon University of the Philippines Manila angela.cm.deleon@gmail.com	Sarah Eiteljörge University of Göttingen sarah.eiteljoerge@psych.uni- goettingen.de	Hannah Forsythe Michigan State University ani.forsythe@gmail.com	David Giancaspro University of Richmond djj919@gmail.com
Laura de Ruiter LuCiD, University of Manchester laura.deruiter@manchester. ac.uk	Jeanne Eliazer University of Amsterdam jeanne_eliazer@live.nl	Ruthe Foushee University of California, Berkeley foushee@berkeley.edu	Charlene Gilbert Indiana University cg25@indiana.edu
Kamil Deen University of Hawai'i at Mānoa kamil@hawaii.edu	Michelle Erskine University of Maryland - College Park merskine@umd.edu	Lauren Franklin Brown University lauren_franklin@brown.edu	Teresa Girolamo University of Kansas girolamot@gmail.com
Robert DeKeyser University of Maryland rdk@umd.edu	Sharon Joy Estioca University of Hawai'i at Mānoa sestioca@hawaii.edu	Tom Fritzsche University of Potsdam - Linguistics Department tom.fritzsche@uni-potsdam.de	Beatrice Giustolisi University of Milano - Bicocca b.giustolisi@campus.unimib.it
Laurent Dekydtspotter Indiana University ldekydts@indiana.edu	Elena Fano Uppsala University elena.nuccia@gmail.com	Caitlin Gaffney University of Toronto caitlin.gaffney@mail.utoronto. ca	Lila Gleitman University of Pennsylvania gleitman@psych.upenn.edu
Katherine Demuth Macquarie University katherine.demuth@mq.edu.au	Naomi H. Feldman Dept. of Linguistics and UMIACS, University of Maryland nhf@umd.edu	Naomi Gaggi College of Staten Island, CUNY naomi.gaggi@gmail.com	Lukas Goetz-Weiss University of Colorado Boulder lukas.goetzweiss@colorado. edu
Nevena Dimitrova Vaud University Hospital nevena.e.dimitrova@gmail. com	Brock Ferguson Strong Analytics brock@u.northwestern.edu	Deanna Gagne University of Connecticut deanna.gagne@uconn.edu	Sara Goico University of California, San Diego sgoico@ucsd.edu
Caterina Donati Université Paris Diderot cdonati@linguist.univ-paris- diderot.fr	Naja Ferjan Ramirez Institute for Learning & Brain Sciences, University of Washington naja@u.washington.edu	Patricia Ganea University of Toronto patricia.ganea@utoronto.ca	Michele Goldin Rutgers University amg473@scarletmail.rutgers. edu
Melisa Dracos Baylor University melisa_dracos@baylor.edu	Zoe Fieldsteel Boston University zfieldst@bu.edu	Susan Geffen Occidental College segeffen@gmail.com	Susan Goldin-Meadow University of Chicago sgm@uchicago.edu
Inês Duarte Faculdade de Letras da Universidade de Lisboa iduarte@letras.ulisboa.pt	Megan Figueroa University of Arizona megan@email.arizona.edu	Nathan George Adelphi University ngeorge@adelphi.edu	Roberta Golinkoff University of Delaware roberta@udel.edu
Paola E. Dussias Pennsylvania State University pdussias@psu.edu	Melanie Fish Institute for Learning & Brain Sciences, University of Washington	Juliana Gerard Ulster University j.gerard@ulster.ac.uk	Rebecca Gomez University of Arizona rgomez@email.arizona.edu
Jan Edwards University of Maryland edwards@umd.edu	Rachel Flynn Northwestern University rachel.flynn@northwestern.edu	LouAnn Gerken University of Arizona gerken@email.arizona.edu	Kalim Gonzales Guangdong University of Foreign Studies kalimg@gdufs.edu.cn

Jorge Gonzalez Alonso UiT The Arctic University of Norway jorge.gonzalez.alonso@uit.no	Cornelia Hamann University of Oldenburg cornelia.hamann@uni- oldenburg.de	Bradley Hoot DePaul University bhoot@depaul.edu	Isaiah Innis Indiana University isainnis@indiana.edu
Caroline Good Independent Researcher caroline.good@colorado.edu	Mollie Hamilton Ecole Normale Supérieure - PSL Research University mdh384@nyu.edu	Zoe Hopkins University of Edinburgh zoe.hopkins@ed.ac.uk	Mike Inverson Indiana University mikeiver@indiana.edu
Corina Goodwin Haskins Laboratories corinag@gmail.com	Mengru Han Utrecht Institute of Linguistics (UiL OTS), Utrecht University m.han@uu.nl	Jaclyn Horowitz Georgetown University jeh240@georgetown.edu	Tania Ionin University of Illinois at Urbana-Champaign tionin@illinois.edu
Matthew Goupell University of Maryland goupell@umd.edu	Valentine Haquard University of Maryland hacquard@umd.edu	Laura Horton University of Chicago laurahorton@uchicago.edu	Michael Iverson Indiana University mbiverson@gmail.com
Myrto Grigoroglou University of Delaware mgrigor@udel.edu	Zara Harmon University of Oregon zforough@uoregon.edu	Sabrina Horvath Boston University shorvath@bu.edu	Kyoji Iwamoto Riken Brain Science Institute, Laboratory for Language Development kyoji.iwamoto@riken.jp
Elaine Grolla Universidade de Sao Paulo egrolla@usp.br	Naomi Havron PSL Research University naomi.havron@mail.huji.ac.il	Katherine Howitt The Graduate Center, City University of New York khowitt@gradcenter.cuny.edu	Yue Ji University of Delaware jiyue@udel.edu
Theres Grüter University of Hawai'i theres@hawaii.edu	Jessica Hay University of Tennessee, Knoxville jhay@tennessee.edu	Nick Huang University of Maryland, College Park znhuang@umd.edu	René Kager Utrecht Institute of Linguistics (UiL OTS), Utrecht University r.w.j.kager@uu.nl
Maria Teresa Guasti University of Milano-Bicocca mariateresa.guasti@unimib.it	Angela Xiaoxue He Boston University angelahe@bu.edu	Yi Ting Huang University of Maryland, College Park ythuang1@umd.edu	Susan Kalt Roxbury Community College
Pamela Hadley University of Illinois at Urbana-Champaign phadley@illinois.edu	Petra Hendriks University of Groningen p.hendriks@rug.nl	Haiquan Huang ARC Centre of Excellence in Cognition and its Disorders and Department of Cognitive Science, Macquarie University haiquan.huang@hdr.mq.edu.au	Alyssa Kampa University of Delaware akampa@udel.edu
Yair Haendler Université Paris Diderot yairhen@gmail.com	Kathy Hirsh-Pasek Temple University khirshpa@temple.edu	Yuhsin Huang University of Cambridge natasha0837@gmail.com	Vsevolod Kapatsinski University of Oregon vkapatsi@uoregon.edu
John Hale Department of Linguistics, Cornell University jthale@cornell.edu	Mina Hirzel University of Maryland mhirzel@umd.edu	Haerim Hwang University of Hawai'i at Mānoa haerim@hawaii.edu	Maria Katsiperi Aristotle University of Thessaloniki katsiperim@gmail.com
Eric Halgren University of California, San Diego ehalgren@ucsd.edu	Mélanie Hoareau Université Paris Descartes melanie.hoareau@ parisdescartes.fr	Nina Hyams UCLA hyams@humnet.ucla.edu	Napoleon Katsos University of Cambridge nk248@cam.ac.uk
Erin Hall University of Toronto e.hall@mail.utoronto.ca	Erika Hoff Florida Atlantic University ehoff@fau.edu	Kaori Idemaru University of Oregon idemaru@uoregon.edu	Spencer Kelly Colgate University skelly@colgate.edu
Becky Halloran Indiana University hallorar@indiana.edu	Barbara Höhle University of Potsdam hoehle@uni-potsdam.de		Darlene Keydeniers University of Amsterdam darlenekeydeniers@gmail.com

Hideaki Kikuchi Faculty of Human Sciences, Waseda University kikuchi@waseda.jp	Chigusa Kurumada Brain and Cognitive Sciences, University of Rochester ckuruma2@ur.rochester.edu	Ruth Lee University of Toronto rj.lee@mail.utoronto.ca	João Claudio de Lima Júnior Pontifical Catholic University of Rio de Janeiro limajr.lapal@gmail.com
Rakhun Kim Seoul National University, Department of English Education kimrhee02@snu.ac.kr	Catherine Laing Duke University catherine.laing@duke.edu	Rachael Lee University of California, Irvine rachaejl@uci.edu	Laura Lindsay University of Edinburgh s1036164@sms.ed.ac.uk
Mikhail Kissine Université libre de Bruxelles mkissine@ulb.ac.be	Renee Lajiness-O'Neill Department of Psychology, Eastern Michigan University rlajines@emich.edu	Sunyoung Lee-Ellis University of Maryland uknowsunyoung@gmail.com	Wenyi Ling University of Hawai'i wenyi9@hawaii.edu
Annemarie Kocab Harvard University kocab@fas.harvard.edu	Wan-Yi Monique Lam Department of Educational Psychology, The Chinese University of Hong Kong	Camille Legrand Université du Québec à Montréal cam_legrand@hotmail.com	Tal Linzen PSL Research University tal.linzen@gmail.com
Jordan Kodner University of Pennsylvania jkodner@sas.upenn.edu	Meredith Lancaster Hunter College malancaster0@gmail.com	Margaret Lei The Chinese University of Hong Kong margaret.lei@link.cuhk.edu.hk	Qiufen Liu College of Foreign Languages, University of Shanghai for Science and Technology qiufen6018@hotmail.com
Ayako Kondo Riken Brain Science Institute, Laboratory for Language Development ayako-kondo@brain.riken.jp	Jill Lany University of Notre Dame jlany@nd.edu	Dani Levine Temple University dani.f.levine@gmail.com	Raquel Llama University of Ottawa raquellg@gmail.com
Ingrid Konrad Université Paris Diderot konrad.ingrid4@gmail.com	Saioa Larraza University of the Basque country saioa.larraza@gmail.com	Casey Lew-Williams Princeton University caseylw@princeton.edu	Johanna Lohman University of Tennessee, Knoxville jlohman@vols.utk.edu
Helen Koulidobrova central connecticut state university elena.koulidobrova@ccsu.edu	Alexander LaTourrette Northwestern University alexanderlatourrette2019@u. northwestern.edu	Pengfei Li Boston University pengfeil@bu.edu	Jenny Lu University of Chicago jennylu@uchicago.edu
Ioulia Kovelman Department of Psychology, University of Michigan kovelman@umich.edu	Elaine Lau Chinese University of Hong Kong elau@hawaii.edu	Peggy Li Harvard University pegs@wjh.harvard.edu	Cynthia Lukyanenko George Mason University cul31@psu.edu
Olga Kriukova University of Göttingen olga.kriukova@gmail.com	Winans Lauren University of Southern California laurenwinans@gmail.com	Chia-Hsuan Liao University of Maryland, College Park cliao@umd.edu	Oana Lungu University of Nantes oanalungu82@yahoo.fr
Patricia Kuhl Institute for Learning & Brain Sciences, University of Washington	Ni-La Le Michigan State University lenila@msu.edu	Jeffrey Lidz University of Maryland jlidz@umd.edu	Yingyi Luo Chinese Academy of Social Sciences yingyi.luo@gmail.com
Aylin Küntay Koç University akuntay@ku.edu.tr	Tania Leal University of Nevada, Reno taniel@unr.edu	Amy Lieberman Boston University alieber@bu.edu	C. Jane Lutken Johns Hopkins University clutken2@jhu.edu
Tanja Kupisch University of Konstanz tanja.kupisch@uni-konstanz.de	Crystal Lee Brain and Cognitive Sciences, University of Rochester crystal.lee@rochester.edu	Elena Lieven University of Manchester elena.lieven@manchester.ac.uk	Sarah Lytle Institute for Learning & Brain Sciences, University of Washington

Tristan Mahr University of Wisconsin- Madison tristan.mahr@gmail.com	Ayumi Matsuo Kobe College matsuo@mail.kobe-c.ac.jp	Glenda Molino Onario Dept. of Communication Sciences and Disorders, Northeastern University glenda.c.molina@gmail.com	Céline Ngon Département d'Études Cognitives, PSL Research University celine.ngon@gmail.com
Ziyin Mai Chinese University of Hong Kong maiziyin@gmail.com	Rachel Mayberry University of California, San Diego rmayberry@ucsd.edu	Jessica Montag UC Riverside jmontag@ucr.edu	Emma Nguyen University of Connecticut emma.nguyen@uconn.edu
Nivedita Mani University of Göttingen nivedita.mani@psych.uni- goettingen.de	Reiko Mazuka Riken Brain Science Institute, Laboratory for Language Development mazuka@brain.riken.jp	Charlotte Moore Duke University charlotte.moore@duke.edu	Léo-Lyuki Nishibayashi University of Ottawa ll.nishibayashi@gmail.com
Lara Mantovan University of Milano - Bicocca lara.mantovan@unimib.it	Kathleen McCarthy Queen Mary, University of London k.mccarthy@qmul.ac.uk	Dora Moore University of Tennessee, Knoxville dorammooore@gmail.com	William O'Grady University of Hawai'i at Mānoa ogrady@hawaii.edu
Caterina Marino Université Paris Descartes, Laboratoire Psychologie de la Perception (LPP) cateemar@gmail.com	Brianna McMillan Temple University brianna.mcmillan@temple.edu	Steven Moran University of Zurich steven.moran@uzh.ch	Teresa Ober CUNY Graduate Center tober@gradcenter.cuny.edu
Jasmine Martin No university affiliation jasmine.mckenzie@gmail.com	Karen Miller Pennsylvania State University kxm80@psu.edu	James Morgan Brown University james_morgan@brown.edu	David Oewerdieck University of Oldenburg david.tom.finn.oewerdieck@ uol.de
Clara Martin Basque Center on Cognition, Brain and Language (BCBL) c.martin@bcbl.eu	A. Kate Miller Indiana University Purdue University Indianapolis am27@iupui.edu	Grant Muagututia University of Hawai'i at Mānoa granttm@hawaii.edu	Tamiko Ogura Kobe University oguratami@hotmail.com
Isabel Martin University of Maryland isabelandrewsmartin@gmail. com	David Miller University of Reading uf.dmil@gmail.com	Roksolana Mykhaylyk Harvard University roks.mykhaylyk@gmail.com	Akari Ohba Ochanomizu University a.mym.bg.125@gmail.com
Alexandrina Martins Faculdade de Letras da Universidade de Lisboa fam.martins@gmail.com	Utako Minai University of Kansas minai@ku.edu	Yuki Nagai Rikkyo University yuki.nagai67@gmail.com	Akira Omaki University of Washington omaki@uw.edu
Crystal Marull Rutgers University cmarull@ufl.edu	Toben Mintz University of Southern California tmintz@dornsife.usc.edu	Letitia Naigles University of Connecticut letitia.naigles@uconn.edu	Adriel John Orena McGill University adriel.orena@mail.mcgill.ca
Sarah Massicotte-Laforge Université du Québec à Montréal massicotte-laforge.sarah@ courrier.uqam.ca	Satomi Mishina-Mori Rikkyo University morisato@rikkyo.ac.jp	Bhuvana Narasimhan University of Colorado Boulder bhuvana.narasimhan@ colorado.edu	Linda Orton No University affiliation linda.orton@bigpond.com
Victoria Mateu UCLA victoria.e.mateu@gmail.com	Natalia Mitrofanova UiT The Arctic University of Norway natalia.mitrofanova@uit.no	Chandan Narayan York University chandann@yorku.ca	Şeyda Özçalışkan Georgia State University Şeyda@gsu.edu
	Reina Mizrahi University of California, San Diego rmizrahi@ucsd.edu	Thierry Nazzi Université Paris Descartes thierry.nazzi@parisdescartes.fr	Duygu Özge Middle East Technical University duyguozge@gmail.com
		Elissa Newport Georgetown University	Elena Pagliarini Pompeu Fabra elena.pagliarini@upf.edu

Daniele Panizza Georg-August Göttingen University daniele.panizza@gmail.com	Irina Polyanskaya Roskilde University torben@ruc.dk	Kelly Rombough Macquarie University kelly.rombough@mq.edu.au	Jeannette Schaeffer University of Amsterdam j.c.schaeffer@uva.nl
Francesca Panzeri University of Milano-Bicocca francesca.panzeri@unimib.it	Ron Pomper University of Wisconsin- Madison ron.pomper@wisc.edu	Samuel Ronfard Department of Psychological and Brain Sciences, Boston University sronfard@bu.edu	Maureen Scheidnes Memorial University of Newfoundland mscheidnes@mun.ca
Anna Papafragou University of Delaware papafragou@psych.udel.edu	Christine Potter Princeton University cepotter@princeton.edu	Jason Rothman University of Reading; UiT the Arctic University of Norway j.rothman@reading.ac.uk	Tamara Schembri Macquarie University tamara.schembri@students. mq.edu.au
Johanne Paradis University of Alberta johanne.paradis@ualberta.ca	Lee Prunier Haskins Laboratories prunierlee@gmail.com	Meredith Rowe Graduate School of Education, Harvard University meredith_rowe@gse.harvard. edu	Cristina Schmitt Michigan State University schmit12@msu.edu
Lisa Pearl University of California, Irvine lpearl@uci.edu	Eloi Puig-Mayenco University of Reading eloi.puig@gmail.com	Jenny Saffran University of Wisconsin- Madison jenny.saffran@wisc.edu	Kathryn Schuler Georgetown University kds71@georgetown.edu
Sharon Peperkamp Ecole Normale Supérieure - PSL Research University sharon.peperkamp@ens.fr	Ronice Müller de Quadros Universidade Federal de Santa Catarina ronice.quadros@ufsc.br	Hiromu Sakai Waseda University hsakai@waseda.jp	Petra Schulz Goethe-University, Frankfurt p.schulz@em.uni-frankfurt.de
Ana Perez University of Toronto at.perez.leroux@utoronto.ca	Hugh Rabagliati University of Edinburgh hugh.rabagliati@ed.ac.uk	William Sakas Hunter College and the Graduate Center, City University of New York sakas@hunter.cuny.edu	Bonnie D. Schwartz University of Hawai'i at Mānoa bds@hawaii.edu
Laurel Perkins University of Maryland perkinsl@umd.edu	Janet Randall Northeastern University randall@neu.edu	Covadonga Sánchez-Alvarado University of Massachusetts Amherst sanchez@spanport.umass. edu	Richard Schwartz Graduate Center, City University of New York rschwartz@gc.cuny.edu
Andrew Peters University of Toronto	Pablo Requena University of Montana pablo.requena@umontana.edu	Emanuela Sanfelici Goethe Universität, Frankfurt am Main sanfelici@em.uni-frankfurt.de	Gregory Scontras University of California, Irvine gscontra@uci.edu
Ian Phillips CUNY Graduate Center iphillips@gradcenter.cuny.edu	Tracy Reuter Princeton University treuter@princeton.edu	Tetsuya Sano Meiji Gakuin University sano@ltr.meijigakuin.ac.jp	Amanda Seidl Purdue University aseidl@purdue.edu
Maria Mercedes Piñango Department of Linguistics, Yale University maria.pinango@yale.edu	Caitlin Richter University of Pennsylvania ricca@sas.upenn.edu	Uli Sauerland Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS) uli@alum.mit.edu	Irina Sekerina College of Staten Island irina.sekerina@csi.cuny.edu
Julie Piskin University of Connecticut julie.piskin@uconn.edu	Matthew Rispoli University of Illinois at Urbana- Champaign mrispoli@illinois.edu	Camila Scaff PSL Research University camiscaff@hotmail.com	Ann Senghas Barnard College of Columbia University asenghas@barnard.edu
Bertram Ploog College of Staten Island, CUNY; CUNY Graduate Center bertram.ploog@csi.cuny.edu	Yulia Rodina UiT The Arctic University of Norway yulia.rodina@uit.no	Kailen Shantz University of Illinois at Urbana-Champaign shantz2@illinois.edu	
Linda Polka McGill University linda.polka@mcgill.ca	Mary Roe The Pennsylvania State University mdr26@psu.edu		

Rushen Shi Université du Québec à Montréal shi.rushen@uqam.ca	Filip Smolik Institute of Psychology, Czech Academy of Sciences smolik@praha.psu.cas.cz	Megha Sundara University of California, Los Angeles megha.sundara@humnet.ucla. edu	Ianthi Tsimpli University of Cambridge imt20@cam.ac.uk
Hiroyuki Shimada Meiji Gakuin University h_shimada0525@yahoo.co.jp	Jesse Snedeker Harvard University snedeker@wjh.harvard.edu	Yuichi Suzuki Kanagawa University szky819@kanagawa-u.ac.jp	Olga Urek UiT The Arctic University of Norway
Gyu-ho Shin University of Hawai'i at Mānoa ghshin@hawaii.edu	William Snyder University of Connecticut william.snyder@uconn.edu	Kyle Swanson Indiana University krswans@indiana.edu	Elena Valenzuela University of Ottawa evalenzu@uottawa.ca
Martha Shiro Universidad Central de Venezuela shiomartha@gmail.com	Wing Chee So The Chinese University of Hong Kong, Department of Educational Psychology wingchee@cuhk.edu.hk	Kristen Syrett Rutgers, The State University of New Jersey - New Brunswick kristen.syrett@rutgers.edu	Angeliek Van Hout Groningen a.m.h.van.hout@rug.nl
Amber Shoaib University of Notre Dame ashoaib@nd.edu	Melanie Soderstrom University of Manitoba m_soderstrom@umanitoba.ca	Maho Takahashi University of Hawai'i at Mānoa mahotaka@hawaii.edu	Sandrien van Ommen CNRS, Université Paris Descartes sandrien.van-ommen@ parisdescartes.fr
Leticia Maria Sicuro Corrêa Pontifical Catholic University of Rio de Janeiro lscorrea@puc-rio.br	Andrea Sorcinelli Department of Psychology, New York University andrea.sorcinelli@nyu.edu	Shira Tal Hebrew University of Jerusalem shira.tal@mail.huji.ac.il	Merel van Witteloostuijn University of Amsterdam m.t.g.vanwitteloostuijn@uva.nl
Cynthia Siew University of Kansas cynsiewsq@gmail.com	Tamara Sorenson Duncan University of Alberta tgs@ualberta.ca	Nozomi Tanaka Indiana University tanakan@indiana.edu	Alma Veenstra University of Cambridge amv36@cam.ac.uk
Hannah Simmons University of Illinois hsimmon2@illinois.edu	Jennifer Spenader Institute for Artificial Intelligence University of Groningen j.k.spenader@rug.nl	Darren Tanner University of Illinois at Urbana-Champaign dstanner@illinois.edu	Deniz Vidinli Middle East Technical University denizvidinli@gmail.com
Jerome Simon University of Ottawa jeromesimon65@gmail.com	Erin Spurgeon Boston University spurgeon@bu.edu	Anna Theakston University of Manchester anna.theakston@manchester. ac.uk	Alex Vogt-Woodin University of Kansas avogtwoodin@ku.edu
Laura Simon-Pearson Rutgers, The State University of New Jersey - New Brunswick las449@scarletmail.rutgers. edu	Mahesh Srinivasan University of California, Berkeley srinivasan@berkeley.edu	Rosalind Thornton Macquarie University rosalind.thornton@mq.edu.au	Katie Von Holzen Laboratoire Psychologie de la Perception, Université Paris Descartes katie.m.vonholzen@gmail.com
Joshua Arvin Siscar University of the Philippines Manila jasiscar1@up.edu.ph	Sara Stefanich The University of Illinois at Chicago sstefa4@uic.edu	Juan Manuel Toro Language and Comparative Cognition Group, Center for Brain and Cognition, University Pompeu Fabra juanmanuel.toro@upf.edu	Athena Vouloumanos Department of Psychology, New York University athena.vouloumanos@nyu.edu
Barbora Skarabela University of Edinburgh b.skarabela@ed.ac.uk	Sabine Stoll University of Zurich sabine.stoll@uzh.ch	John Trueswell University of Pennsylvania trueswel@psych.upenn.edu	Tianlin Wang University of Notre Dame twang11@nd.edu
Katrin Skoruppa Department of Languages and Literature, University of Basel kskoruppa@gmail.com	Assunta Süß University of Potsdam, University of Groningen, IDEALAB assuess@uni-potsdam.de	Felix Wang University of Pennsylvania haowang1@sas.upenn.edu	Felix Wang University of Pennsylvania haowang1@sas.upenn.edu
		Anne Warlaumont UC Merced anne.warlaumont@gmail.com	Anne Warlaumont UC Merced anne.warlaumont@gmail.com

Sandra Waxman
Northwestern University
s-waxman@northwestern.edu

Ran Wei
Graduate School of
Education, Harvard
University
ran_wei@g.harvard.edu

Merle Weicker
Goethe-University, Frankfurt
weicker@em.uni-frankfurt.de

Daniel Weiss
The Pennsylvania State
University
djw21@psu.edu

Caroline Wellmann
Universität Potsdam
caroline.wellmann@uni-
potsdam.de

Marit Westergaard
UiT The Arctic University
of Norway & Norwegian
University of Science and
Technology
marit.westergaard@uit.no

Ivonne Weyers
PT DLR
ivonne.weyers@t-online.de

Aaron White
Johns Hopkins
aaronstevenwhite@gmail.com

Katherine White
University of Waterloo
white@uwaterloo.ca

Alexander Williams
University of Maryland
alxndrw@umd.edu

Jayne Williamson-Lee
University of Colorado
Boulder
jayne.williamsonlee@
colorado.edu

Jon Willits
UC Riverside
jon.willits@ucr.edu

Vanessa Woldenga-Racine
York University

Kit-Yi Miranda Wong
Department of Educational
Psychology, The Chinese
University of Hong Kong

Mien-Jen Wu
University of Illinois at
Urbana-Champaign
mwu43@illinois.edu

Nan Xu Rattanasone
Macquarie University
nan.xu@mq.edu.au

Kyoko Yamakoshi
Ochanomizu University
kyoko.yamakoshi@gmail.com

Amy Yamashiro
Department of Psychology,
New York University
amy.yamashiro@nyu.edu

Seanna Yang
UC Riverside
syang049@ucr.edu

Xiao Yang
University of Kansas
xiaoyang@ku.edu

Hyun-Kwon Yang
Seoul National University,
Department of English
Education

Kazuko Yatsushiro
Leibniz-Zentrum Allgemeine
Sprachwissenschaft (ZAS)
kazukoyatsushiro@gmail.com

Henny H. Yeung
Simon Fraser University
henny_yeung@sfu.ca

Rong Yin
University of Massachusetts
Amherst
ryin@umass.edu

Virginia Yip
Chinese University of Hong
Kong
vcymatthews@cuhk.edu.hk

Chen Yu
Indiana University-
Bloomington
chenyu@indiana.edu

Boping Yuan
Faculty of Asian and Middle
Eastern Studies, University of
Cambridge
by10001@cam.ac.uk

Yuri Jody Yujobo
Tamagawa University
yujobo@lit.tamagawa.ac.jp

Katherine Zagnoli
University of Colorado
Boulder
kzagnoli@colorado.edu

Fred Zenker
University of Hawai'i at
Mānoa
fzenker@hawaii.edu

Muye Zhang
Department of Linguistics,
Yale University
muye.zhang@yale.edu

Yayun Zhang
Indiana University-
Bloomington
yayzhang@indiana.edu

Akiko Zhao
Hiroshima University
zcha88@gmail.com

Jing 'Crystal' Zhong
University of Hawai'i at
Mānoa
jzhong@hawaii.edu

Jayden Ziegler
Harvard University
ziegler@g.harvard.edu

Index

A

Abarbanell, Linda 56
Abed Ibrahim, Lina 62
Adamson, Lauren B. 27
Adani, Flavia 62
Adricula, Norielle 44
Ahn, Sunyoung 80
Alemán Bañón, José 25
Ana Lúcia, Santos 73
Antoniou, Kyriakos 30
Aravind, Athulya 47
Argyri, Froso 66
Armstrong, Andrew 30
Arnon, Inbal 50
Arunachalam, Sudha 2, 5, 37, 83
Athanasopoulou, Angeliki 60

B

Babineau, Mireille 62, 71, 77, 85
Bale, Alan 30
Barner, David 20, 30
Barrault, Axel 18
Bar-Sever, Galia 19
Baumann, Stephanie 27
Bayram, Fatih 63
Bergelson, Erika 26, 33, 43, 64, 81
Bernard, Carline 72
Bernier, Dana 63
Björnsdóttir, Sigríður 48
Blackburn, Patrick 75, 86
Bláhová, Veronika 59
Blom, Elma 66
Bondoc, Ivan Paul 21, 63
Borovsky, Arielle 45, 86
Bottoms, April 31
Bouchon, Camillia 64
Bounds, Mary 38
Bowyer, Susan 31
Brandt, Silke 58
Branigan, Holly 50
Braquet, Guillaume 33
Brauner, Torben 75, 86
Breen, Ellen 31
Brennan, Jonathan 31
Brentari, Diane 56
Brooks, Patricia 17, 36
Buckle, Leone 80
Bulgarelli, Federica 58
Bulkes, Nyssa 30

C

Cabrelli Amaro, Jennifer 32, 47, 84
Camp, Amber 21
Carbajal, M. Julia 64

Casillas, Marisa 64
Chambers, Craig 40
Chang, Charles B. 59, 80
Chan, I Lei 59
Chartofylaka, Lamprini 64
Cheng, Chun-Ho Erica 26
Cheng, Qi 54
Chen, Jidong 32
Chiang, Cindy 33
Choi, Sea Hee 54
Chondrogianni, Vicky 65, 66
Christophe, Anne 18, 62, 82
Chua, Ellyn Cassey 63
Contemori, Carla 24, 65
Coppola, Marie 53, 67
Coughlin, Caitlin 65
Covey, Lauren 65
Crain, Stephen 69, 82
Creel, Sarah 43, 86
Creemers, Ava 66
Culbertson, Jennifer 33
Cychosz, Meg 82

D

Dailey, Shannon 33
Daskalaki, Evangelia 66
Davidson, Kathryn 48
Davies, Benjamin 34, 79, 84
de Carvalho, Alex 18
Deen, Kamil 21, 50, 63
de Jong, Nivja 68
DeKeyser, Robert 80
de Koster, Anna 80
Dekydspotter, Laurent 34, 84
De Leon, Angela Claudine 63
de Lima Júnior, João Claudio 72
Demuth, Katherine 34, 79, 84
de Ruiten, Laura 58
Dimitrova, Nevena 27
Donati, Caterina 40
D'Onofrio, Elena 78
Dracos, Melisa 45
Duarte, Inês 73
Durrleman, Stephanie 2, 55
Dussias, Paola E. 24

E

Edwards, Jan 34, 53
Eigsti, Inge-Marie 2, 55
Eiteljörge, Sarah 66
Eliazer, Jeanne 70
Erskine, Michelle 34
Estioca, Sharon Joy 21

F

Fano, Elena 25
Feiman, Roman 30
Feldman, Naomi H. 19, 77, 87

Ferguson, Brock 25
Ferjan Ramirez, Naja 18
Fieldsteel, Zoe 31
Figueroa, Megan 35
Fish, Melanie 18
Flynn, Rachel 17
Foppolo, Francesca 65
Forsythe, Hannah 53
Foushee, Ruthe 52
Franklin, Lauren 35
Friederici, Angela 5
Fritzsche, Tom 20

G

Gaffney, Caitlin 35
Gaggi, Naomi 36
Gagne, Deanna 67
Ganea, Patricia 40
Geffen, Susan 33
George, Nathan 58
Gerard, Juliana 52
Gerken, LouAnn 35, 59
Gervain, Judit 72
Giancaspro, David 32, 84
Gilbert, Charlene 34, 84
Girolamo, Teresa 65
Giustolisi, Beatrice 67
Gleitman, Lila 28
Goetz-Weiss, Lukas 44
Goico, Sara 36
Goldin-Meadow, Susan 42, 56, 85
Goldin, Michele 73
Golinkoff, Roberta 41
Gomez, Rebecca 59
Gonzales, Kalim 59
Gonzalez Alonso, Jorge 75
Good, Caroline 44
Goodwin, Corina 42
Goupell, Matthew 42
Grigoroglou, Myrto 67
Grolla, Elaine 27
Grüter, Theres 68
Guasti, Maria Teresa 82

H

Hadley, Pamela 51
Haendler, Yair 40
Hafri, Alon 2, 5, 83
Hale, John 31
Halgren, Eric 54
Hall, Erin 20
Halloran, Becky 32, 36, 84
Hamann, Cornelia 62
Hamilton, Mollie 64
Han, Mengru 68
Haquard, Valentine 17
Harmon, Zara 68
Havron, Naomi 82
Hay, Jessica 17

He, Angela Xiaoxue 2, 5, 48, 83
Hendriks, Petra 20, 80
Hirsh-Pasek, Kathy 41
Hirzel, Mina 37
Hoareau, Mélanie 69
Hoff, Erika 51
Höhle, Barbara 20
Hoot, Bradley 37
Hopkins, Zoe 50
Horowitz, Jaclyn 60
Horton, Laura 56
Horvath, Sabrina 37
Howitt, Katherine 38
Huang, Haiquan 69
Huang, Nick 17
Huang, Yi Ting 38, 42
Huang, Yuhsin 38
Hwang, Haerim 21

I

Idemaru, Kaori 68
Innis, Isaiah 34, 84
Inverson, Mike 34, 84
Ionin, Tania 54
Iverson, Michael 32, 63, 84
Iwamoto, Kyoji 70

J

Ji, Yue 39

K

Kager, René 68
Kalt, Susan 82
Kampa, Alyssa 39
Kapatsinski, Vsevolod 68
Katsiperi, Maria 70
Katsos, Napoleon 30
Kelly, Spencer 26
Keydeniers, Darlene 70
Kikuchi, Hideaki 70
Kim, Rakhun 71
Kissine, Mikhail 30
Kocab, Annemarie 53, 79
Kodner, Jordan 39
Kondo, Ayako 70
Konrad, Ingrid 40
Koulidobrova, Helen 58
Kovelman, Ioulia 31
Kriukova, Olga 66
Kuhl, Patricia 18
Küntay, Aylin 75
Kupisch, Tanja 63
Kurumada, Chigusa 22

L

Laing, Catherine 81
Lajiness-O'Neill, Renee 31
Lam, Wan-Yi Monique 26

Lancaster, Meredith 38
Lany, Jill 17, 40
LaTourrette, Alexander 24
Lau, Elaine 24, 68
Lauren, Winans 81
Leal, Tania 34, 37, 84
Lee, Crystal 22
Lee-Ellis, Sunyoung 80
Lee, Rachael 19
Lee, Ruth 40
Legrand, Camille 71, 85
Lei, Margaret 71, 85
Le, Ni-La 53
Levine, Dani 41
Lew-Williams, Casey 25, 41, 45, 86
Liao, Chia-Hsuan 17
Lidz, Jeffrey 2, 5, 17, 19, 27, 37, 48, 52, 72, 83
Lieberman, Amy 31
Lieven, Elena 58, 80
Lillo-Martin, Diane 42, 76
Lindsay, Laura 50
Ling, Wenyi 68
Linzen, Tal 82
Li, Peggy 56
Li, Pengfei 41
Liu, Qiufen 54
Llama, Raquel 47
Lohman, Johanna 17
Lu, Jenny 42, 85
Lukyanenko, Cynthia 22
Lungu, Oana 82
Luo, Yingyi 25
Lutken, C. Jane 26
Lytle, Sarah 18

M

Mahr, Tristan 34, 53
Mai, Ziyin 24
Mani, Nivedita 66
Mantovan, Lara 67
Marino, Caterina 72
Martin, Clara 25
Martin, Isabel 42
Martin, Jasmine 28
Martins, Alexandrina 73
Marull, Crystal 73
Massicotte-Laforge, Sarah 56
Mateu, Victoria 81
Matsuo, Ayumi 27
Mayberry, Rachel 36, 54
Mazuka, Reiko 70
McCarthy, Kathleen 73
McMillan, Brianna 54
Miller, A. Kate 34, 84
Miller, David 63
Miller, Karen 22
Minai, Utako 65
Mintz, Toben 33

Mishina-Mori, Satomi 74
Mitrofanova, Natalia 21, 76
Mizrahi, Reina 43, 86
Molino Onario, Glenda 77, 87
Montag, Jessica 18
Moore, Charlotte 43
Moore, Dora 17
Moran, Steven 74
Morgan, James 35, 77, 87
Muagututia, Grant 50
Mykhaylyk, Roksolana 74

N

Nagai, Yuki 74
Naigles, Letitia 27, 43
Narasimhan, Bhuvana 32, 44
Narayan, Chandan 44
Nazzi, Thierry 69, 78
Newport, Elissa 60
Ngon, Céline 77, 87
Nguyen, Emma 44
Niesel, alea 62
Nishibayashi, Léo-Lyuki 78

O

Ober, Teresa 17
Oewerdieck, David 62
O'Grady, William 50, 63
Ogura, Tamiko 27
Ohba, Akari 74
Omaki, Akira 26
Orena, Adriel John 75
Orton, Linda 28
Özçalışkan, Şeyda 27
Özge, Duygu 75

P

Pagliarini, Elena 82
Panizza, Daniele 65
Panzeri, Francesca 67
Papafragou, Anna 2, 5, 39, 67, 83
Paradis, Johanne 52, 66
Pearl, Lisa 19
Peperkamp, Sharon 64, 77, 87
Perez, Ana 20
Perkins, Laurel 2, 5, 19, 48, 72, 83
Peters, Andrew 44
Phillips, Ian 81
Piñango, Maria Mercedes 48
Piskin, Julie 43
Ploog, Bertram 36
Polka, Linda 75
Polyanskaya, Irina 75, 86
Pomper, Ron 31
Potter, Christine 41
Prunier, Lee 42
Puig-Mayenco, Eloi 63, 75

Q

Quadros, Ronice Müller de 76

R

Rabagliati, Hugh 25, 77, 87
Randall, Janet 2, 5, 8
Rattanasone, Nan Xu 34
Requena, Pablo 45
Reuter, Tracy 45, 86
Richter, Caitlin 45, 87
Rispoli, Matthew 51
Rodina, Yulia 21
Roe, Mary 58
Rombough, Kelly 28, 78
Ronfard, Samuel 46
Rothman, Jason 63, 75
Rowe, Meredith 46

S

Saffran, Jenny 2, 5, 8, 31
Sakai, Hiromu 25
Sakas, William 38
Sánchez-Alvarado, Covadonga 46
Sanfelici, Emanuela 51
Sano, Tetsuya 46
Sauerland, Uli 22
Scaff, Camila 82
Schaeffer, Jeanette 55
Schaeffer, Jeannette 2, 66, 70, 76
Scheidnes, Maureen 76
Schembri, Tamara 34, 79, 84
Schmitt, Cristina 53
Schuler, Kathryn 60
Schulz, Petra 51, 78
Schwartz, Bonnie D. 78
Schwartz, Richard 65
Scontras, Gregory 19
Sebastián Gallés, Núria 2, 8, 61
Seidl, Amanda 64
Sekerina, Irina 76
Senghas, Ann 53, 67
Shantz, Kailen 60
Shimada, Hiroyuki 74
Shin, Gyu-ho 21
Shiro, Martha 51
Shi, Rushen 56, 62, 71, 77, 85
Shoaib, Amber 17, 40
Sicuro Corrêa, Leticia Maria 72
Siew, Cynthia 65
Simmons, Hannah 51
Simon, Jerome 47
Simon-Pearson, Laura 21
Siscar, Joshua Arvin 63
Skarabela, Barbora 77, 87
Skordos, Dimitrios 20, 30
Skoruppa, Katrin 73, 77, 87
Smolík, Filip 59, 77
Snedeker, Jesse 53, 75, 79

Snyder, William 44
Soderstrom, Melanie 64
Sorcinelli, Andrea 19
Sorenson Duncan, Tamara 52
So, Wing Chee 26
Spenader, Jennifer 80
Spurgeon, Erin 31
Srinivasan, Mahesh 52, 77, 87
Stefanich, Sara 47
Stegenwallner-Schütz, Maja 62
Stoll, Sabine 74
Strickland, Brent 2, 5, 83
Süss, Assunta 20
Sundara, Megha 77, 87
Suzuki, Yuichi 38
Swanson, Kyle 34, 84
Syrett, Kristen 21, 47

T

Takahashi, Maho 21
Tal, Shira 50
Tanaka, Nozomi 63, 78
Tanner, Darren 30, 60
Theakston, Anna 58, 80
Thornton, Rosalind 28, 78
Toro, Juan Manuel 64
Trueswell, John 5, 28, 83
Trueswell, ohn 2
Tsimpli, Ianthi 70

U

Urek, Olga 21

V

Valenzuela, Elena 47
Van Hout, Angeliek 82
Veenstra, Alma 30
Vidinli, Deniz 75
Vogt-Woodin, Alex 65
Von Holzen, Katie 78
Vouloumanos, Athena 19

W

Wang, Felix 28
Wang, Tianlin 17
Warlaumont, Anne 64
Waxman, Sandra 24
Weicker, Merle 78
Wei, Ran 46
Weiss, Daniel 58
Westergaard, Marit 21, 63
Weyers, Ivonne 65
White, Aaron 37
White, Katherine 63
Williams, Alexander 2, 5, 48, 83
Williamson-Lee, Jayne 44
Willits, Jon 18
Witteloostuijn, Merel van 66

Woldenga-Racine, Vanessa 44
Wong, Kit-Yi Miranda 26
Wu, Mien-Jen 48

X

Xu Rattanasone, Nan 79, 84

Y

Yamakoshi, Kyoko 74
Yamashiro, Amy 19
Yang, Hyun-Kwon 71
Yang, Seanna 18
Yang, Xiao 65
Yatsushiro, Kazuko 22
Yeung, Henny H. 69
Yin, Rong 48
Yip, Virginia 24
Yuan, Boping 38
Yu, Chen 28
Yujobo, Yuri Jody 74

Z

Zagnoli, Katherine 44
Zenker, Fred 21
Zhang, Muye 48
Zhang, Yayun 28
Zhao, Akiko 25
Zhong, Jing Crystal 21
Ziegler, Jayden 79