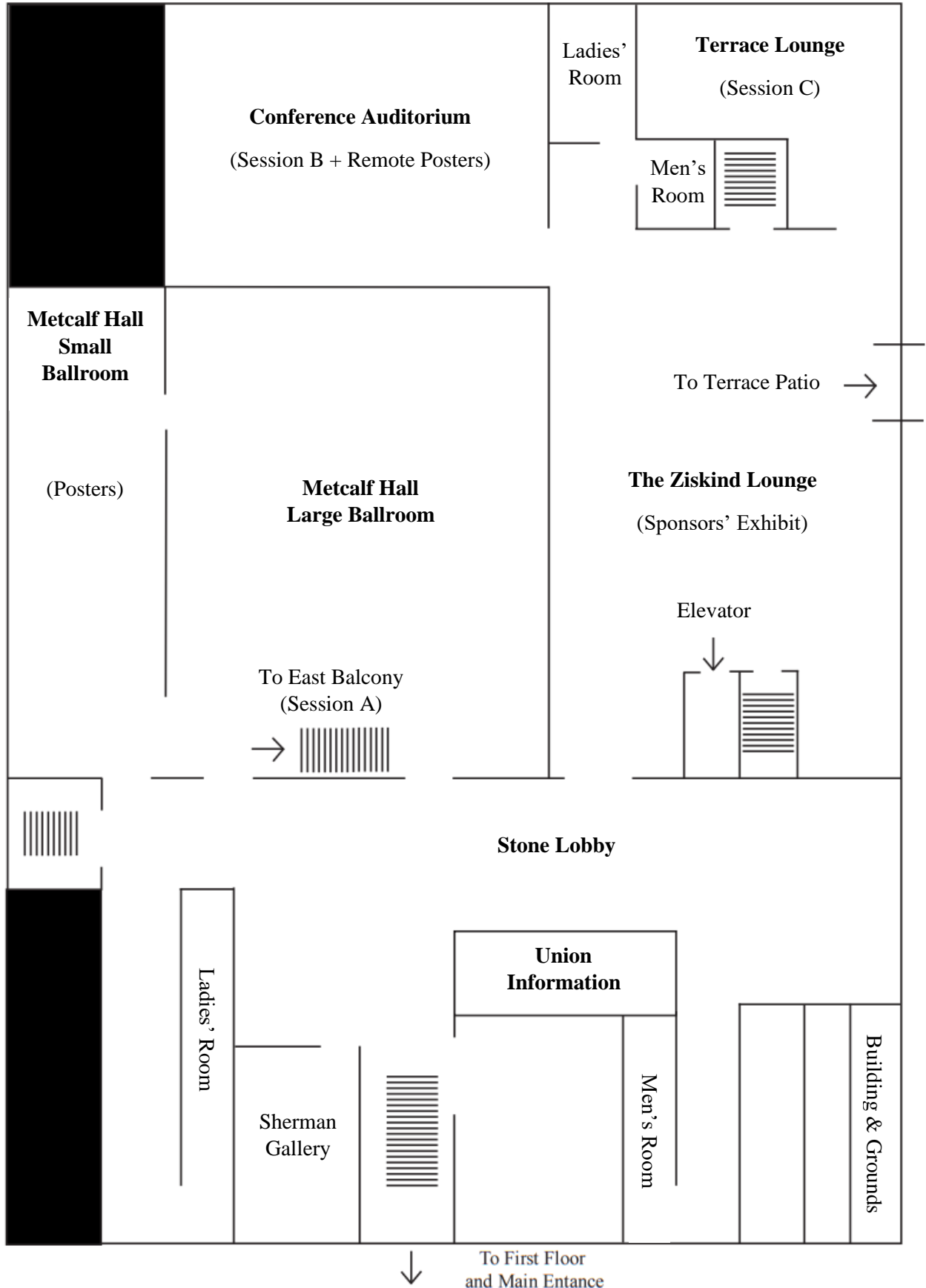


BOSTON
UNIVERSITY

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

November 2-5, 2023
George Sherman Union

Map of George Sherman Union (Second Floor)



Welcome

Welcome to the 48th Annual Boston University Conference on Language Development (BUCLD). Since 1976, BUCLD has been organized by graduate students in Boston University's Programs in Linguistics and Applied Linguistics. 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.

Proceedings

Once again this year we will be publishing the Proceedings of the Conference, which includes papers and posters presented at the conference. 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 2023 Conference Organizing Committee

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Boston University Conference on Language Development, 96 Cummington Mall, Room 246

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 Departments of Linguistics and Speech, Language, and Hearing Sciences, and the Wheelock College of Education and Human Development. Every year, we depend upon the proceeds generated by registration and exhibition fees to cover the costs of hosting the conference, and we are very grateful to all of our participants for providing this support. We are also grateful for support from Boston University's Vice President and Associate Provost for Research and Disability and Access Services Office. In addition, this year's conference is supported in part by the National Science Foundation under Grant No. BCS-2141327, 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 Linguistics Department for their support and encouragement.

We extend special thanks to our faculty advisors, Charles Chang, Paul Hagstrom, and Amy Lieberman. 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 Bianca Tocco 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 the staff members from Disability and Access Services for assisting with organizing the American Sign Language interpretation, and DeShawn Hendrickson of Learning and Event Technology Services for coordinating the lighting system for the interpreting team. Finally, our thanks go to Richard Wong for his support in managing the conference finances, and to the Cashier's Office and Information Services and Technology for collaborating with us on the maintenance of our online registration system.

Finally, we would like to thank the reviewers who read and rated the abstract submissions we received this year. Their names and affiliations can be found in the business report on the conference website: bu.edu/buclid. 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.

General Information

Parking is available but limited. From Thursday through Sunday, parking is available at the Agganis Arena Garage, 925 Commonwealth Avenue (garage entrance is at the back of the arena, accessed from Buick Street or Harry Agganis Way). The max daily rate is \$25 on weekdays and \$12 on weekends. On Saturday and Sunday, parking is also available at the Warren Towers Garage, 700 Commonwealth Avenue (garage entrance on Hinsdale Street). The max daily rate is \$12. Parking is not available at Warren Towers on weekdays due to permit holder demand on east and central campus while school is in session. On Sunday, 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.

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 **lactation room** will be available in Room 320 in the George Sherman Union.

Refreshments will be served in Ziskind Lounge before the morning sessions, during breaks, and during poster sessions. A list of local restaurants is available at the information table. The Food Court on the ground floor of the George Sherman Union offers a wide selection.

Wireless internet access will be available throughout the GSU on the network BUGuest. There is no password required.

The **Information Table** at registration will provide the following services:

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

Stay updated on any changes to the schedule with our social media accounts: follow @TheBUCLD or look for our hashtag #BUCLD48 on Twitter, follow @bu_buclد on Instagram, or search “BUCLD” on Facebook.

Code of Conduct

To help ensure a safe and respectful environment for everyone at BUCLD, all conference participants (including attendees, speakers, exhibitors, and volunteers) are expected to uphold the following code of conduct at conference venues and conference-related social activities.

BUCLD 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://buclid.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 (Charles Chang, Paul Hagstrom, and Amy Lieberman; contact information below), will be wearing special name badges. You can also call or message the organizing committee at **740-30-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

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Code of Conduct Hotline (during conference) | (740)-30-BUCLD

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

Thursday, November 2nd			
1:00– 6:00	SOCIETY FOR LANGUAGE DEVELOPMENT SYMPOSIUM https://web.sas.upenn.edu/societyforlanguagedevelopment/symposium/ METCALF LARGE		
6:30– 7:30	STUDENT WORKSHOP: Community engaged research in language development: What, why, and how Dr. Adriana Weisleder CONFERENCE AUDITORIUM		
Friday, November 3rd			
	Session A: Spoken language in children with CIs	Session B: Word learning	Session C: Morpho-syntax in multilingualism
9:00– 9:30	<i>The contributions of auditory experience and spectral degradation to delays in spoken word recognition by children with cochlear implants</i> Christina Blomquist, Rochelle S. Newman and Jan Edwards	<i>Preschoolers' real-time eye movements reveal sensitivity to connective meanings during word learning</i> Elizabeth Swanson, Hugh Rabagliati and Alex de Carvalho	<i>Relativized Minimality in L2 revisited: Effects of L1 and tense on processing of object relative clauses</i> Lydia White, Vera Xia and Natália Brambatti Guzzo
9:30– 10:00	<i>Audiovisual Perception of Mandarin Tones by Children with Cochlear Implants</i> Ping Tang, Yanan Shen, Yan Feng and Shanpeng Li	<i>Effects of uncertainty on word learning in 2-year-old infants and adults</i> Alan Langus, Barbara Hoehle and Adamantios Gafos	<i>Feature reassembly in adult SLA - a bi-directional study of Spanish and English relative pronouns</i> Wenqi Zeng, Katherine Will and Becky Gonzalez
10:00– 10:30	<i>Rapid label-referent mapping with vocoded speech in young infants</i> Amanda Saksida, Mireia Marimon and Alan Langus	<i>Active information-seeking in support of learning extensions of novel words</i> Molly Cutler, Martin Zettersten and Casey Lew-Williams	<i>Uncovering Cross-linguistic Morphosyntactic Transfer in Second Language Learning</i> Zoey Liu, Emily Prud'hommeaux and Joshua K. Hartshorne
10:30– 11:00	BREAK		

* See www.bu.edu/buclid/schedule/ for the most up-to-date schedule.

	Session A: Prosody	Session B: Language learning and ASD	Session C: Morpho-Syntax
11:00–11:30	<i>Investigating infants' sensitivity to the shape of prosodic contours</i> Jessica Gemignani, Caterina Marino, Anna Martinez Alvarez and Judit Gervain	<i>Word Learning through Pragmatic Inference in Children with Autism: a Web-Based Eye-Tracking Study</i> Katherine Trice, Angelina DiNardo and Zhenghan Qi	<i>Reconsidering the Semantic Subset Principle: Japanese children do have wide scope of disjunction under negation</i> Tetsuya Sano, Akari Ohba, Mayuko Yusa and Kamil Deen
11:30–12:00	<i>Coverbal speech gestures do not impact preschoolers' ability to use prosodic information to constrain parsing</i> Elodie Charpentier, Leticia Schiavon Kolberg and Alex de Carvalho	<i>Accurate, but not flexible? Perceptual learning of receptive prosody in autistic adolescents</i> Chigusa Kurumada, Rachel Rivera, Paul Allen and Loisa Bennetto	<i>Emergent syntactic categories and increasing granularity: evidence from a multilingual corpus study</i> Núria Bosch and Theresa Biberauer
12:00–12:30	<i>Pitch and repetition in bilingual infant-directed speech</i> Andrea Ramirez Barajas, Michelle Cohn and Katharine Graf Estes	<i>The influence of social and non-social language input on autistic children's language learning</i> Krisya Louie, Heeju Hwang, Carol K. S. To, Chui Yin Ng and Jean Ng	<i>Negated disjunction in (native and) nonnative Korean</i> Youngin Lee and Bonnie D. Schwartz
12:30–2:00	LUNCH NIH/NSF FUNDING SYMPOSIUM CONFERENCE AUDITORIUM		
	Session A: Syntactic development	Session B: Word learning	Session C: Late L2 acquisition
2:00–2:30	<i>Acquisition of *ABA paradigms in a child Artificial Language Learning Experiment</i> Giovanni Roversi, Kate Kinnaird and Athulya Aravind	<i>Touching to learn: How number of sensory cues impacts word learning</i> Amanda Seidl, Michelle Indarjit and Arielle Borovsky	<i>How flexible are grammars past puberty? Evidence from Turkish-American returnees</i> Aylin Coskun Kunduz and Silvina Montrul
2:30–3:00	<i>Corpus-based assessment of cues to thematic role assignment in German and Russian</i> Yevheniy Skyra, Rowena Garcia, Evan Kidd and Natalia Gagarina	<i>Natural dynamics of caregiver-child affect relate to communication and children's word knowledge</i> Mira Nenchewa and Casey Lew-Williams	<i>The Effect of L2 Age of Acquisition on L3 Regressive Transfer: Testing the Differential Stability Hypothesis</i> Joonhee Kim and Kitaek Kim
3:00–3:30	<i>On the (non-)relation between perceived acceptability and production of L2 English subject relative clauses</i> Fred Zenker and Bonnie D. Schwartz	<i>Syntactic and referential cues independently inform verb meaning while referential cues trump syntax when in conflict</i> Yiran Chen, Alexander LaTourrette and John Trueswell	<i>Sensitivity to animacy information in 3rd person plural agreement in L2 Turkish</i> Munir Ozturhan, Alison Gabriele and Robert Fiorentino
3:30–5:30	POSTER SESSION 1 – METCALF SMALL + CONFERENCE AUDITORIUM		
5:30–7:00	KEYNOTE ADDRESS: Embodied and Embedded Word Learning: The Active Infant in a Social & Physical World Dr. Catherine Tamis-LeMonda METCALF LARGE		

Saturday, November 4 th			
	Session A: Parent-child interaction	Session B: Sign Language Acquisition	Session C: Sentence processing
9:00–9:30	<i>Vocal maturity predicts adult responsiveness in a Tseltal Mayan community</i> Yuchen Jin, Juan Méndez Girón, Gilles Polian, Kennedy Casey and Marisa Casillas	<i>Morpho-phonology and Articulatory Energy in Expressing Complex Motion Events in Turkish Sign Language (TİD) and Age of Acquisition Effects</i> Kadir Gökğöz, Onur Keles and Emre Bilgili	<i>Hierarchical versus linear processing in toddlers: The case of subject-verb agreement</i> Rushen Shi and Audrey-Anne Gilbert
9:30–10:00	<i>The dynamics of child-driven information-seeking and caregiver scaffolding during word learning</i> Martin Zettersten, Alyssa Guillu and Casey Lew-Williams	<i>Who did what to whom? Marking event participants in Nicaraguan Sign Language</i> Annemarie Kocob, Jessica Carter and Jesse Snedeker	<i>A meta-analysis of syntactic priming experiments in children</i> Shanthi Kumarage, Seamus Donnelly and Evan Kidd
10:00–10:30	<i>Cross-culturally children attend more to surrounding child speech than to surrounding adult speech</i> Johanna Schick and Sabine Stoll	<i>The impact of language experience on word order in the first cohort of an emerging sign language</i> Rachel Miles and Rachel Mayberry	<i>Processing to Learn? Effects of prediction error in L2 structural priming</i> Duygu Safak and Holger Hopp
10:30–11:00	BREAK		
	Session A: Early morpho-syntax acquisition	Session B: Language input	Session C: Multilingual acquisition
11:00–11:30	<i>Controlled morphological variation in Ayöök child-directed speech</i> Sophie Pierson	<i>Using story-guided looking to measure young children's recognition of phonetically reduced words</i> Caroline Beech, Megan Shelton and Daniel Swingley	<i>The acquisition of relative clauses by Italian-German bilingual children: The effect of child-internal and child-external factors</i> Anna Michelotti, Jacopo Torregrossa and Flavia Adani
11:30–12:00	<i>Infants use inflectional morphology to categorize verbs in varying syntactic environment</i> Audrey-Anne Gilbert and Rushen Shi	<i>Comparing language input in homes of blind and sighted children: Insights from daylong recordings</i> Erin Campbell, Lillianna Righter, Eugenia Lukin and Elika Bergelson	<i>Crosslinguistic priming of syntactic and information structure in bilingual development: Evidence from Polish-English bilingual children</i> Marta Wesierska, Katherine Messenger, Vanessa Cieplinska and Ludovica Serratrice
12:00–12:30	<i>How toddlers answer multiple wh-questions</i> Keely New, Premvanti Patel and Athulya Aravind	<i>Language input from mother-mother dyads: An exploratory study of gender/sex-related variability in the use of parentese</i> Adeline Braverman, Lili Correa and Naja Ferjan Ramirez	<i>Factors conditioning individual differences in heritage language bilingualism: The case of Mandarin sortal classifiers</i> Jiuzhou Hao, Maki Kubota, Fatih Bayram, Jorge Gonz lez Alonso, Theres Grüter, Muhan Li and Jason Rothman

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

Sunday, November 5th			
	Session A: Acquisition of morpho-syntax	Session B: Sign Language and Gesture	Session C: Neural processing
9:00–9:30	<i>Linguistic and extralinguistic constraints on school-age children's use of variable nominal plural marking in Brazilian Portuguese</i> M. Cole Callen	<i>Show and Tell: Children's depictive strategies in silent gesture vs. sign</i> Casey Ferrara and Susan Goldin-Meadow	<i>Maturation of grammar in adolescence: ERP evidence for continuous agreement consolidation</i> Guillaume Blais, Émilie Courteau, Karsten Steinhauer and Phaedra Royle
9:30–10:00	<i>Children selectively use "when" and "if" to talk about certain and uncertain possibilities</i> Yanwan Zhu and Roman Feiman	<i>Domain and conventionality influence how metaphors are processed as well as children's inhibition control: A gesture-based study with Turkish speaking preschoolers.</i> Meryem Ezgi Bayramoğlu and Duygu Özge	<i>Neuroanatomical Support for the Maturation Hypothesis of Subject-Experiencer Passives</i> Roeland Hancock, Sahil Luthra and William Snyder
10:00–10:30	<i>Non-Canonical Agreement in Early Grammar</i> Megan Gotowski and Athulya Aravind	<i>Not a matter of a degree: ASL signing children and acquisition of gradability</i> Helen Koulidobrova and Gabriel Martinez Vera	<i>Using ERP to examine lexicosemantic prediction in L1-Swedish learners of L2 English</i> José Alemán Bañón and Clara D. Martin
10:30–11:00	<i>Children's regularization increases when variation resembles speech errors</i> Kathryn Schuler and Yiran Chen	<i>Mechanisms of early vocabulary acquisition persist under variability</i> Amelia Becker, Naomi Caselli, Amy Lieberman and Jennie Pyers	<i>Children with DLD show deficits in the neural encoding of shape and movement.</i> Natalya Kaganovich, Jennifer Schumaker, Emma Gausman and Teanna Pounds
11:00–11:30	BREAK		
11:30–1:00	SYMPOSIUM: Current and future contributions of studies of children with Specific Language Impairments Mabel Rice, Sean Redmond, Claire Selin, Teresa Girolamo, and Erin Andres METCALF LARGE		
1:00–1:15	CONFERENCE CLOSING – METCALF LARGE		

Poster Session 1 (Friday)

Title	Authors
Group 1: Sign language acquisition	
<i>The role of ASL handshape classifiers in visual spatial skill development: A comparative analysis</i>	Melody Schwenk and Lorna C. Quandt
<i>Profile of a Family's Bimodal Bilingual Development</i>	Deborah Chen Pichler, Mary Cecilia Conte, Patrice Creamer, Martin Dale-Hench, Elaine Gale, Linghui Gan, Corina Goodwin, Shengyun Gu, Kaj Kraus, Chui-Yi Margaret Lee, Diane Lillo-Martin, Jeffrey Palmer, Bettie Petersen and Meghan Shaw
<i>The impact of early sign language exposure on statistical learning in deaf and hard of hearing children</i>	Anne Wienholz, Daniela Schönberger, Nele Jonasson, Rebecca Püppke, Isabella Buckenmaier, Brigitte Röder and Barbara Hänel-Faulhaber
<i>Age of acquisition effects in zero-anaphora comprehension in Turkish Sign Language</i>	Hande Sevgi and Kadir Gökğöz
Group 2: Bilingual language learning	
<i>Charting the Impact of Environmental Transitions on Young Bilinguals' Language Exposure</i>	Tanya Glowacki, Laia Fibla and Krista Byers-Heinlein
<i>Phonological and Semantic Consolidation of Novel Words in Monolingual and Bilingual Children</i>	Caitlyn Slawny, Margarethe McDonald and Margarita Kaushanskaya
<i>Rhetorical questions in bilingual acquisition: optionality at the syntax-discourse interface</i>	Maria Ferin, Miriam Geiss, Theodoros Marinis and Tanja Kupisch
<i>Contrastive Neural Network Reveals the Structure of Neuroanatomical Variation within Bilingualism</i>	Wei Li, Aidan Aglinskis and Joshua K. Hartshorne
Group 3: DLD/Language Delay	
<i>Comprehension and production of relative clauses by Mandarin-speaking children with and without developmental language disorder</i>	Shenai Hu, Lin Zhong, Shaowei Li and Maria Teresa Guasti
<i>German LITMUS sentence-repetition task as a screening tool for the identification of SLI in bilingual children in Germany: The role of syntactic complexity and working memory</i>	Lina Abed Ibrahim and Cornelia Hamann
<i>Do siblings of autistic children who do not receive a diagnosis of autism show typical language development trajectories?</i>	Marielle Weyland, Pauline Maes and Mikhail Kissine
<i>Quantity and Quality: function word acquisition in children ages 13 to 36 months with hearing loss</i>	Alexa Kondas, Hazel Cho, Abby Motley and Yun Kim
Group 4: Computational modeling	
<i>The structure of language to young children promotes distributional learning of atomic and static lexical representations</i>	Philip A. Huebner and Jon Willits
<i>I forgot but it's okay: Learning about island constraints under child-like memory constraints</i>	Niels Dickson, Lisa Pearl and Richard Futrell
<i>A learning-based account of non-productivity in Dutch voicing alternations</i>	Caleb Belth
<i>Modelling the distributional learning of verb argument structure</i>	Daoxin Li

Group 5: Morpho-syntax in L2 learning	
<i>Task effects in the integration of plural marking in L2-English</i>	Tania Ionin, Amy Atilas, Chae Eun Lee and Mien-Jen Wu
<i>Interpretation and processing of negatively quantified sentences: A bidirectional study of learners of English and Chinese</i>	Shaohua Fang and Alan Juffs
<i>The acquisition of the periphrastic and se-passives in L2 Spanish: A priming and acceptability task investigation</i>	Erin Mauffray and Victoria Mateu
<i>Syntactic or semantic sensitivity? Predictive aural processing of Mandarin garden-path sentences by L1, L2, and heritage speakers</i>	Vanessa Sheu and Elaine J. Francis
Group 6: Social context of word learning	
<i>How does shared book reading support language development? Evidence from a dual head-mounted eye-tracking study</i>	Yayun Zhang, Caroline Rowland and Chen Yu
<i>Adults, but not 3-year-olds, use prior linguistic context to inform subsequent noun mappings</i>	Alexander LaTourrette, Charles Yang and John Trueswell
<i>Toddlers learn words from a social robot?!</i>	Mireia Marimon, Charleen Oelschlägel and Alan Langus
<i>Assessing Intergenerational Transmission of Bikol</i>	Louward Allen Zubiri and Kamil Deen
Group 7: Child-directed input	
<i>What do Parents Really Think? Maternal Beliefs around Parentese Predict its use in Daylong Recordings</i>	Naja Ferjan Ramirez
<i>Comparing utterance composition and conversational content in everyday language input to blind and sighted toddlers</i>	Eugenia Lukin, Erin Campbell, Lillianna Righter and Elika Bergelson
<i>Simplification in contingent child-directed speech is the result of responsive attunement</i>	Morgane Jourdain and Sabine Stoll
<i>Exploring prosodic variation between contexts in infant-directed speech and its relation to language development</i>	Jenna DiStefano, Michelle Cohn, Georgia Zellou and Katharine Graf Estes
<i>Using Naturalistic Language Samples to Understand the Link between Language Input and Speech-Language Development in Preschoolers with Cochlear Implants</i>	Rochelle S. Newman, Jan R. Edwards, Benjamin Munson, Rachel R. Romeo, Jessica E. Kosie and Meg Cychosz
Group 8: Phonetics & Phonology in L2 acquisition	
<i>Foreign-language speech segmentation in ab initio child learners: The roles of sublexical and lexical L2 overlap and phonological awareness</i>	Katie Von Holzen, Marie Schnieders, Sophia Wulfert and Holger Hopp
<i>Learning representations at the phonetics-phonology interface in Spanish as a heritage language</i>	Gemma Repiso Puigdelliura
<i>Phonetic properties of code-switching in infant-directed and adult-directed speech</i>	Erika Exton and Rochelle S. Newman

Group 9: Pragmatic development	
<i>Negation-triggered inferences in preschool children</i>	Xiaowen Zhang and Peng Zhou
<i>Pragmatic underpinnings of the basic-level bias</i>	Anna Papafragou and June Choe
<i>Learning factivity via syntax and pragmatics: a corpus study</i>	Serene Siow and Nick Huang
<i>Preschoolers are adult-like in their sensitivity to sentence-level focus: Evidence from logical scope interpretation</i>	Balazs Suranyi and Máté Gulás
Group 10: Language & Cognition	
<i>Understanding the relationship between children's literalist behavior and metaphor comprehension development</i>	Mary Beth Neff and Ingrid Lossius Falkum
<i>On the role of alternatives and QUD in implicatures with disjunction in child Romanian</i>	Adina Camelia Bleotu, Andreea Nicolae, Anton Benz, Gabriela Bilbie, Mara Panaitescu, Monica Casa and Lyn Tieu
<i>Similarity is an uneven guide to meaning: Developmental differences in cross-situational polyseme learning</i>	Victor Gomes, Alexander LaTourrette, Katinka Tangen and John Trueswell
<i>Conceptual constraints on preschoolers' interpretations of ambiguous sentences</i>	Paul Howard and Mahesh Srinivasan
<i>Does Brief Exposure Allow 6-month-old Infants to Link Sign Language to Cognition?</i>	Alison Lobo, Miriam Novack and Sandra R. Waxman
Group 11: Corpus studies of language learning	
<i>The syntax of adverbs in the early production of Italian children</i>	Sonia Patrizi and Emanuela Sanfelici
<i>Referent-oriented interactions in infancy: A naturalistic, longitudinal case study</i>	Erica Wojcik, Meghan C. Pierce, Gracie Stevens and Sarah Goulding
<i>Modeling the Learning of Syntactic Parameters from Parsed Data</i>	Molly Thornber, Matthew Alexander, Lucas Piermarocchi, Zach Sebree and Alan Ke
Group 12: Interaction	
<i>Acquisition of passives and benefactives in Japanese: In reference to Theory of Mind</i>	Reiko Okabe, Miwa Isobe, Shigeto Kawahara, Yukino Kobayashi, Yasuyo Minagawa, Saeka Miyahara and Tomoko Monou
<i>The comprehension of clefts in French: what's Person got to do with it?</i>	Stephanie Durrleman, Ur Shlonsky and Anamaria Bentea
<i>Discovering inflectional and derivational suffixes in infancy</i>	Megha Sundara and Michelle Johnson
<i>Subsets from supersets: How children correctly interpret pre-subject only</i>	Kamil Deen, Patrick Brennan, Yu-Tzu Chang, Raymond Daniels, Youngin Lee, Kaiying Lin, Akari Ohba, Anupama Reddy, Alexander Tang, Shigeo Tonoike, Annika Topelian, Jue Wang, Mayuko Yusa and Louward Allen Zubiri
<i>The role of Anti-Agreement in the comprehension of relative clauses and wh-questions in Tashlhiyt Berber</i>	Imane Bou-Saboun and Jeffrey Lidz
<i>Children can interpret counterfactual conditionals incrementally using morpho-syntactic cues</i>	Semih Can Aktepe and Duygu Özge

Group 13: Remote posters		
3:30-4:30	<i>Investigating the processing of codeswitched determiner phrases: a window to explore the child bilingual mental lexicon.</i>	Raquel Fernández Fuertes, Tamara Gómez Carrero and Juana Muñoz Licerias
	<i>The road to negation: A comparative study of five culturally and typologically diverse languages</i>	Sakine Çabuk-Ballı, Paul Widmer and Sabine Stoll
	<i>Cross-linguistic influence in the interpretation of null/overt subjects by heritage Mandarin Chinese Children</i>	Shijia Yang and Kook-Hee Gil
	<i>Pragmatic atypicalities in undiagnosed sisters of autistic individuals</i>	Marie Belenger and Mikhail Kissine
4:30-5:30	<i>Ameliorating cues in the comprehension of object relative clauses in child Spanish: assessing the interaction between DOM and word order</i>	Jacopo Torregrossa and Giacomo Presotto
	<i>On the licensing conditions for the acquisition of nominal ellipsis in Italian</i>	Caterina Tasinato and Emanuela Sanfelici
	<i>Acquisition of gender agreement is dependent on the distribution of forms in different contexts</i>	Jekaterina Mazara and Sabine Stoll

Poster Session 2 (Saturday)

Title	Authors
Group 1: Pragmatic development in school age children	
<i>Children's delay in scalar implicatures: Evidence for processing account</i>	Shuyan Wang
<i>Children make robust lexical predictions in a naturalistic context</i>	Briony Waite, Anthony Yacovone and Jesse Snedeker
<i>Pragmatic effects in conditional reasoning: The role of alternatives</i>	Myrto Grigoroglou, Amina Shmanova and Patricia A. Ganea
<i>Do children trust vigilant informants over gullible ones?</i>	Diana Mazzarella, Marie Aguirre, Thomas Castelain and Nausicaa Pouscoulous
Group 2: Computational modeling	
<i>The Clustering Approach: an input-driven approach to parameter setting</i>	Alan Ke, Jingying Xu and Lijun Ding
<i>Addressing the Challenges of Compositional Generalization: A Comparative Study of Models of Language Learning and Representation</i>	Shufan Mao, Philip Huebner and Jon Anthony Willits
<i>Abstraction via exemplars? A representational case study on lexical category inference in BERT</i>	Kanishka Misra and Najoung Kim
<i>What are the units? Evaluating how morphological parsing affects distributional learning</i>	Andrew Z. Flores and Jon Willits
Group 3: L2 learning and effects of input	
<i>Do bilinguals follow first or second language in moving across spaces in speech and co-speech gesture?</i>	Armita Ghobadi, Samantha Nichole Emerson and Seyda Ozcaliskan
<i>Accuracy in Listen and Repeat Boosts Comprehension of Turkish as a New Language</i>	Patricia Brooks, Arshia K. Lodhi, Sabina Sharifova, Shan Jiang, Maya Rose, Suzanne van der Feest and Valerie Shafer
<i>The Unaccusative Trap in adult SLA: evidence from Brazilian Portuguese</i>	Becky Gonzalez
<i>Hearing and writing German sounds: Influences of phonetic training on L2 perception and spelling</i>	John Scott, Sadi E. Phillips, Charys B. Russell, Ryan Z. J. Lim, Isabelle Darcy and Lisa Süßenbach
Group 4: Word learning	
<i>Young Children can do Syntactic Bootstrapping with both Transitive and Intransitive Frames in the Same Session</i>	Junyou Su and Letitia Naigles
<i>Adaptation to recent linguistic experience guides new word learning in toddlers</i>	Yukun Yu, Naomi Havron, Sandra R. Waxman and Cynthia Fisher
<i>Three-year-olds generalize verb meanings across syntactic frames in cross-situational verb learning</i>	Yiran Chen, Alexander LaTourrette and John Trueswell
<i>Mandarin-speaking toddlers use input cues to learn novel unaccusative and unergative verbs</i>	Ziqi Wang, Xiaolu Yang, Stella Christie and Rushen Shi
<i>Distributional signatures of superordinate nouns</i>	June Choe and Anna Papafragou

Group 5: Vocabulary learning	
<i>Which words do children understand but not yet say? Syntactic complexity and the comprehension-production gap</i>	Jonet Artis and Sudha Arunachalam
<i>Parent-reported vocabulary and looking-while-listening in 164 Czech toddlers: support for validity of Czech CDI:WG and CDI:WS adaptations</i>	Filip Smolík, Tereza Sloupová, Tereza Fialová, Kateřina Chládková and Nikola Paillereau
<i>Explanations of mechanistic support: the development of children's causal language</i>	Karima Elgamal, Paul Muentener and Laura Lakusta
<i>Multimodal predictors of early object noun recognition in Tsetal</i>	Kennedy Casey and Marisa Casillas
Group 6: Bilingual language learning	
<i>Syntactic Processing in Child Heritage Language Bilinguals: An Eye-tracking Study of Which-questions in Romanian</i>	Anamaria Bentea and Theodoros Marinis
<i>The impact of codeswitching on bilinguals' novel verb learning</i>	Emma Libersky, Caitlyn Slawny and Margarita Kaushanskaya
<i>Characterizing preschooler's grammatical errors for monolingual and dual language learners</i>	Chelsea Brown
<i>Why do older children learn second languages faster than younger children?</i>	Heesu Yun, Wei Li and Joshua K. Hartshorne
<i>Testing theories of the vocabulary spurt using longitudinal data from bilingual and monolingual infants</i>	Miranda Gómez Díaz, Laia Fibla Reixachs and Krista Byers-Heinlein
Group 7: Acquisition of phonology	
<i>Developmental changes in allophonic realization: Japanese-speaking children's production of fricative and affricate allophones</i>	Kyoji Iwamoto, Sanae Matsui, Mafuyu Kitahara and Reiko Mazuka
<i>Acquisition differences in Mayan languages: a prosodic account</i>	Cassandra Caragine and Lydia Quevedo
<i>Consonant-vowel perceptual biases in infancy are linked to articulatory-motor productivity</i>	Irene LORENZINI, Henny Yeung and Thierry NAZZI
Group 8: Semantic development	
<i>Semantic effects on the perception of emotional prosody in Mandarin Chinese: facilitation for L1 speakers versus interference for L2 learners</i>	Cheng Xiao and Jiang Liu
<i>Children's encoding of mechanical support in dynamic events</i>	Julia Hauss, Jennifer Barbosa, Angelina Pasquella, Barbara Landau, Paul Muentener and Laura Lakusta
<i>Mandarin-acquiring children's interpretation of presuppositional you 'again'</i>	Ting Xu, Lyn Tieu and Stella Christie
<i>The role of linguistic cues and visual information in the felicity judgment of negative sentences in child Japanese</i>	Ayumi Nobuki, Megumi Ishikawa and Utako Minai

Group 9: Language & Cognition	
<i>Scene and Heard: Infants use shape and language to categorize places</i>	Yi Lin, Agata Bochynska, Daniel Dilks and Moira Dillon
<i>Pragmatic skills in Down syndrome: A view from narrative retell</i>	Elisa Mattiauda, Angela Hassiotis and Alexandra Perovic
<i>Learning about perception from language: evidence from visibility inferences by congenitally blind adults</i>	Ziwen Wang, Lisa Musz, Arielle Silverman, Clarissa Alfonso, Gabriel Pernell, Sophia Keil and Marina Bedny
<i>Simple and Subjunctives Conditionals in child Greek</i>	Vina Tsakali and Irini Amanaki
<i>Bilingualism Effects On Theory Of Mind In Children With DLD</i>	Clémence Gordon-Dana, Anamaria Bentea and Stephanie Durrleman
Group 10: Heritage languages	
<i>Heritage language status and language exposure in early trilingual development</i>	Erin Quirk, Natasha Hadeed and Krista Byers-Heinlein
<i>Subject use in Bulgarian heritage speakers: The role of dominance</i>	Dobrinka Genevska-Hanke and Cornelia Hamann
<i>Case resilience in Marathi heritage speakers</i>	Anupama Reddy and Kamil Deen
<i>Word order constraints for wh-questions in adult heritage Western Armenian</i>	Annika Topelian and Kamil Deen
Group 11: Late L2 acquisition	
<i>'Passive' unaccusatives in L2 English: Learners' acceptability of overpassivized and lexically causativized intransitive verbs</i>	Yu Tazaki
<i>Going Beyond Speech Perception: Listening Effort in Multilinguals</i>	Dana Bsharat-Maalouf, Jens Schmidtke, Tamar Degani and Hanin Karawani
<i>L2 and heritage learners of Mandarin use categorical and gradient verb constraints to predict upcoming arguments in dative constructions</i>	Yanxin (Alice) Zhu and Theres Grüter
<i>Different language-usage experience leads to different learning outcomes: Evidence from Korean subject–predicate honorific agreement</i>	Boo Kyung Jung and Gyu-Ho Shin
Group 12: Lexical processing	
<i>Word learning and recognition in monolingually- and multilingually-raised infants</i>	Federica Bulgarelli, Sophie Barry and Elika Bergelson
<i>Remember the only information that matters: four- and six-year-old children maintain single hypothesis across trials in word learning</i>	Felix Wang and Meili Luo
<i>Assessing two methods of webcam-based eye-tracking for child language research</i>	Margaret Kandel and Jesse Snedeker
Group 13: Morpho-syntax in adult learning	
<i>Can youth suspects understand all Wh-questions?</i>	Maria Arche, Venja Beck, Mai Fleetwood-Bird, Alexandra Perovic, Josep Quer and Jeannette Schaeffer
<i>The L2 knowledge and processing of Arabic grammatical gender: L1s English and French</i>	Kholoud Al-Thubaiti
<i>Feature reassembly in L2 acquisition of quantification</i>	Margaret Lei
<i>Antecedent preferences at the syntax-semantics and syntax-discourse interfaces: Testing the Interface Hypothesis with L1-Japanese L2-English speakers</i>	Amy Atilas

Group 14: Remote posters		
3:30-4:30	<i>Metathesis of consonants in child Greek</i>	Eirini Ploumidi
	<i>How Child-Directed Speech Enhances Word Segmentation: Insights from a Computational Modeling Study of Korean</i>	Eon-Suk Ko, Jun Ho Chai and Seongmin Mun
	<i>Communicative efficiency is present in young children and becomes more adult-like with age</i>	Shira Tal, Kenny Smith, Inbal Arnon and Jennifer Culbertson
	<i>Prediction errors in structure and word learning</i>	Chiara Gambi and Katherine Messenger
4:30-5:30	<i>Socioeconomic Status, Parental Play and Book-reading, Maternal Work Status and Vocabulary Development in Young Korean Children</i>	Jongmin Jung, Jun Ho Chai and Eon-Suk Ko
	<i>Parsing the roles of bilingualism and socioeconomic status in language ability in Autism Spectrum Disorder: Evidence from longitudinal data</i>	Eleni Peristeri, Margreet Vogelzang and Ianthi Maria Tsimpli
	<i>Cross-linguistic similarities in word learning: Prosodic focus is interpreted as contrastive in both English- and French-speaking children</i>	Martin Ho Kwan Ip, Clara Dargent, Elizabeth Swanson, John Trueswell and Alex de Carvalho

NOTES

