### Session A: Phonetics & Phonology
- **9:45AM – 10:00AM**
  - Acquisition of morphologically and phonologically conditioned vowel length in Albanian. E. Kapia, J. Riverin-Coutlée, C. Cunha, J. Harrington

### Session B: Semantics & Pragmatics
- **9:45AM – 10:00AM**
  - Learning speaker- and addressee-centered demonstratives. A. Skilton

### Session C: Lexical Processing
- **9:45AM – 10:00AM**
  - Children with cochlear implants use semantic prediction to facilitate spoken word recognition. C. Blomquist, R. Newman, Y. T. Huang, J. Edwards

### Session A: Literacy Development
- **7:00PM – 7:30PM**
  - Dialect change and early reading comprehension in African American children. R. Yan, S. Charles, P. de Villiers

### Session B: Semantics
- **7:00PM – 7:30PM**

### Session C: Computational Modeling
- **7:00PM – 7:30PM**
  - Bare form production for past-tense: A computational analysis of 3 accounts. L. Barak, Z. Harmon, N. Feldman, J. Edwards, P. Shafto

### Session A: Phonetics & Phonology
- **10:00AM – 10:30AM**
  - The relationship between second-language learners’ production and perception of English vowels: The role of native-like acoustic correlates. J. Y. Song, F. Eckman

### Session B: Semantics & Pragmatics
- **10:00AM – 10:30AM**
  - Genericity signals the difference between each and every in child-directed speech. T. Knowlton, J. Lidz

### Session C: Lexical Processing
- **10:00AM – 10:30AM**
  - Lexical competition in late language emergence. E. Simmons, R. Paul, R. Aslin, J. Magnuson

### Session A: Literacy Development
- **10:30AM – 11:00AM**
  - From babbling to first words: Phonological or lexical selection? S. van der Feest, H. Yi & B. Davis

### Session B: Semantics & Pragmatics
- **10:30AM – 11:00AM**
  - Can 2.5-year-olds use expectations about polysemy for disambiguation? S. Floyd, A. Goldberg, C. Lew-Williams

### Session C: Lexical Processing
- **10:30AM – 11:00AM**
  - Lexical priming as evidence for language co-activation in the simultaneous bilingual child’s lexicon. E. Koutamanis, G. J. Kootstra, T. Dijkstra, S. Unsworth

### Session A: Phonetics & Phonology
- **11:00AM – 11:30AM**
  - Hypo- and hyperarticulation in infant-directed speech in German. D. Baer-Henney, C. von Kries

### Session B: Semantics & Pragmatics
- **11:00AM – 11:30AM**
  - Pragmatic effects on the learnability of evidential systems. D. Saratsli, A. Papafragou

### Session C: Lexical Processing
- **11:00AM – 11:30AM**
  - On the links between speed of processing, parental input complexity and vocabulary development. J. Egger, C. Rowland, C. Bergmann

### Session A: Literacy Development
- **11:30AM – 12:00PM**
  - How to obtain robust predictions from computational models of learning. T. Schatz, Y. Matusevych, R. Li, S. Goldwater, N. Feldman

### Session B: Semantics & Pragmatics
- **11:30AM – 12:00PM**
  - How should we use words like could? Development in understanding epistemic modal verbs as seen through modal judgment tasks. M. Srinivasan, R. Foushee, A. Starr, J. Wehry, S. O’Grady

### Session C: Lexical Processing
- **11:30AM – 12:00PM**
  - Referential pacts with preschoolers maximize testable words and reveal changes in construal. K. McCrary Kambourakis, S. Creel

### Poster Session 1*

### Social Hour

### Break

### Session A: Literacy Development
- **7:00PM – 7:30PM**
  - Effects of African American mothers’ language to their preschool children on later reading outcomes. P. de Villiers, R. Yan, L. Camacho, A. Reed-Jones, B. Peters, S. Charles, N. Conaway, E. Doyle, D. Barnieh

### Session B: Semantics & Pragmatics
- **7:00PM – 7:30PM**
  - Acquisition of belief reports by Mandarin speaking children. V. Hacquard, Y. Yang, J. Lidz

### Session C: Computational Modeling
- **7:00PM – 7:30PM**
  - Continuously growing resources but discrete production units: A probabilistic account of the development of early utterance length. Q. Xu, M. Chodorow, V. Valian

### Session A: Phonetics & Phonology
- **7:30PM – 8:00PM**
  - STUDENT WORKSHOP: Open, collaborative science: Steps towards a more robust and representative science of language development

### Session B: Semantics & Pragmatics
- **7:30PM – 8:00PM**
  - STUDENT WORKSHOP: Open, collaborative science: Steps towards a more robust and representative science of language development

### Session C: Computational Modeling
- **7:30PM – 8:00PM**
  - STUDENT WORKSHOP: Open, collaborative science: Steps towards a more robust and representative science of language development

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*Michael Frank (Stanford U.)*
• Accessing the mental lexicon by visual speech cues: A priming study of children’s speech production. T. Rabideau, S. Habros, S. Beatty, H. Yeung, T. Zamuner
• Acquisition of grammatically and socially conditioned phonological variation. B. Sneller, E. Newport
• Acquisition of numerals, the natural numbers, and amount comparatives. M. Hackl, E. Apostoaie, L. Rosenstein
• The acquisition of possession in Inuktitut: Insight from child and caregiver speech. L. Doroski, H. Littlefield, S. Allen
• Age of acquisition effects on verbal fluency in Turkish Sign Language. O. Keleş, F. Atmaca, K. Gökgöz
• Analyzing emotion in language input: Caregivers’ cues to valence support toddlers’ learning of emotion words. M. Nencheva, D. Tamir, C. Lew-Williams
• Children and adults condition variable rules on social context. K. Schuler
• Collective-distributive interpretations in bilingual Spanish-English-speaking children. A. Lingwall Odio, J. Grinstead
• Development of children’s understanding of counterfactuals. M. Tulling, A. Courmune
• The development of object shift in Icelandic child language. F. Lindahl, S. Sigurjónsdóttir
• Distributional properties of the input affect syntax learning for children with Developmental Language Disorder, but not Typically Developing peers. A. Owen Van Horne, K. Strother-Garcia
• The effect of lexical contrast on phonological development. A. Cui
• How do construction frequency effects modulate L2 priming? I. Hurtado, S. Montrul
• Infant temperament and parental aggravation predict vocabulary growth through age nine. Z. Bergson, P. J. Brooks
• Infants’ online processing of sung and spoken language. E. Barker, M. van Heugten
• Input variability and the late-acquisition of Brazilian Portuguese subject bare singulars. R. Silva Santana, E. Grolla
• Interaction of lexical and morphological aspect in L1 English L2 Spanish. J. Heil
• Korean and English verb learning in transitive frames. H. Shi, A. X. He, H.-j. Song, S. Arunachalam
• Lexicon, ANS and symbolic estimation. J. Grinstead, M. Nieves Rivera, J. Opfer
• A negative concord stage in the acquisition of negative polarity items. K. Davidson
• Neural sensitivity to local and global distributional information in speech changes as a function of development. Y.-L. Weng, J. Schneider, Z. Qi
• Non-actional passives can be comprehended by 4-year olds. A. Liter, J. Lidz
• Number, lexicon and collective-distributive interpretations. R. Padilla Reyes, J. Grinstead, M. Nieves Rivera
• Observing negation: Artificial and naturalistic Human Simulation Paradigms. V. Gomes, Y. Huh, S. Goldin-Meadow, R. Feiman, J. Trueswell
• Parser immaturity and the processing of ambiguous relative clauses in Brazilian Portuguese. I. Góes, E. Grolla
• Quantifier-spreading under negation. F. Chen, L. Rosenstein, M. Hackl
• Reasons for the reverse production effect: Task difficulty or specific to language? B. Lopez, D. Gallardo, T. Zamuner
• The role of semantics in the acquisition of noun class morphology: Some evidence from Eegima. S. Sagna, V.-A. Vihman, M. Vihman, D. Brown
• The role of within- and between-talker variability in early word learning. F. Bulgarelli, E. Bergelson
• SES differences in verb usage mediate form-function relations in parental speech. Y. T. Huang, M. Rowe, K. Oppenheimer
• Social cognition and pragmatic inference in word learning. Z. Qi, D. Saratsli, A. Papafragou
• Some alternatives are worth considering: Children who compute scalar implicatures know that “some” means not all, but “dax” doesn’t. K. Lopez, R. Feiman
• A strong language foundation, but not being deaf, supports learning ASL as a second language. K. Kraus, D. Gagne
• Testing the role of the L1 in L2 connected speech production. M. Fang, C. B. Chang
• Uniting monolingual and bilingual learning: Typical vs. atypical words shape toddlers’ real-time sentence processing. C. Potter, C. Lew-Williams
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<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>SESSION A: BILINGUALISM &amp; COGNITION</strong></th>
<th><strong>SESSION B: MORPHO-SYNTAX</strong></th>
<th><strong>SESSION C: WORD LEARNING</strong></th>
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<tbody>
<tr>
<td>10:00AM – 10:30AM</td>
<td>The effectiveness of phonological cues for bilingual input separation. <em>F. Adriaans</em></td>
<td>The development of non-canonical word order in Mandarin-speaking heritage children. <em>J. Hao &amp; V. Chondrogianni</em></td>
<td>Word frequency is a cue to lexical category for 8-month-old infants. <em>C. Marino, C. Bernard, J. Gervain</em></td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td>Language exposure predicts bilingual children’s speech patterns. <em>M. Cychosz</em></td>
<td>Number mismatch and intervention in the absence of lexical restriction: An investigation of <em>celui/celle</em>-headed relative clauses in French. <em>A. Bentea, S. Durrleman</em></td>
<td>Getting the rhythm for infant language learning: infants’ cortical tracking of speech rhythm relates to their word segmentation performance. <em>T. Snijders</em></td>
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**NIH/NSF FUNDING WORKSHOP**

*Brett Miller (National Institutes of Health), Peter Vishton & Tyler Kendall (National Science Foundation)*

**SOCIAL HOUR**

**– BREAK –**

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<tr>
<th>Time (EST; UTC-5)</th>
<th><strong>POSTER SESSION 2</strong></th>
<th><strong>SOCIAL HOUR</strong></th>
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<tr>
<td>7:00PM – 8:30PM</td>
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<tr>
<td>8:30PM – 9:30PM</td>
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</tbody>
</table>
**List of posters in Poster Session 2 (≠ alternate for oral presentation):**

- Bilingual children process garden-path sentences in the same way as monolingual children. G. Pontikas, I. Cunnings, T. Marinis
- Category priming promotes infants’ success in naming things unseen. E. Luchkina, S. Waxman
- Changes in parental input patterns of wh-questions. Y. Oshima-Takane, P. Titova
- Characterizing developmental trajectories in L1 production of Thai tones. F. Burroni, P. Panpraneet, C. Onsuwan
- ‘Clap your hands’ or ‘take your hands’?: One-year-olds distinguish between frequent and infrequent multiword phrases. B. Skarabela, M. Ota, R. O’Connor, I. Arnon
- Complement control in early child Mandarin: Evidence from a preferential looking experiment. J. Xu, X. Yang, R. Shi
- Determining risk and protective factors for dual language development in recently arrived refugee children from Syria. A. Soto-Corominas, J. Paradis
- Effects of impoverished early language on simple transitive sentence comprehension: The roles of animacy and word order. Q. Cheng, R. Mayberry
- Hearsay is generally trusted more than inference: Reliance on different information sources by 5-6-year-olds and adults. J. Kim, S. Kim, Y. Choi
- How chattery are daddies? Parental differences in the language environments of infants. N. T. Shapiro, D. Hippe, N. Ferjan Ramirez
- The impact of speech complexity on preschooler attention and learning. R. Foushee, M. Srinivasan, F. Xu
- Language development in Southern varieties of American English. C. Christodoulou, I. M. Tsimpli
- Learning to anticipate with unconventional prosodic mappings: The L2 advantage. C. Nakamura, J. Harris, S.-A. Jun
- Structures of function morphemes guide Mandarin-learning 19-month-olds in backward syntactic categorization. Y. Ying, X. Yang, R. Shi
- Minimal gains for minimal pairs in preschoolers. S. Creel, C. Frye
- Phonetic cue reweighting is error-driven and dimension-based. V. Kapatsinski, Z. Harmon, K. Idemaru
- Predicting scalar implicature interpretations from lexical knowledge. A. Pratt, A. Arrieta-Zamudio, J. Grinstead
- Processing factors and syntactic choice in Mandarin child-caregiver speech. J. Chen, G. Fu, S. Yang, B. Narasimhan
- Proficiency effects in the acceptance of resumptive pronouns in second language English. F. Zenker
- Do preschoolers use new words with speakers who don’t know those words? A. Langenhoff, M. Srinivasan
- Relation of infant and mother pointing to infants’ word comprehension and latency to find referents. S. Ertaş, S. Koşkulu, E. Ger, A. Küntay
- A sea of words: Verbal clutter and statistical word-referent learning. M. Long, S. H. Suanda
- Sensitivity to non-native phonetic contrasts in word learning and discrimination in the second year of life: Evidence from monolingual and bilingual infants. L. Singh, A. R. Y. Tan
- The social dynamics of joint attention in American Sign Language interactions between deaf children and their parents. A. Lieberman, A. Fitch, E. Setzer
- Speed and accuracy correlate positively in Japanese children’s speech production, regardless of potential tradeoffs. K. Iwamoto, A. Kondo, H. Kikuchi, R. Mazuka
- SVO order processing in diverse groups of Mandarin-exposed preschool children with autism spectrum disorder. J. Mo, Y. Su, L. Naigles
- The use of pronoun interpretation biases in Spanish Heritage Speakers: The role of language exposure. C. Contemori
- What making inferences says about children’s underlying linguistic knowledge. M. Barbir, K. Sivakumar, A.-C. Fiévet, A. Christophe
- When less is more: Evidence from verb learning in Korean 4- and 5-year-olds. S. Arunachalam, A. X. He, H.-j. Song
- Word length and transitional probabilities impact word segmentation. W. Yu, T. Wang, L. Wang, J. Zhang, D. Liang
### Monday, November 30, 2020

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<tr>
<th>Time (EST; UTC-5)</th>
<th>SESSION A: SIGNING LANGUAGES</th>
<th>SESSION B: SEMANTICS</th>
<th>SESSION C: PROSODY</th>
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<tbody>
<tr>
<td>10:30AM – 11:00AM</td>
<td>Disabled L2 learners not disadvantaged by phonological processing of signed language. T. Joyce, D. Quinto-Pozos, J. Singleton</td>
<td>Decomposing both. C. Torma, G. Brody, A. Aravind</td>
<td>“The tiger hits! The duck too!” 3-year-olds can use prosodic information to constrain their interpretation of ellipsis. L. Schiavon Kolberg, A. de Carvalho, N. Havron, M. Babineau, A. C. Fiévet, M. B. Marques Abaurre, A. Christophe</td>
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<tr>
<td>11:00AM – 12:30PM</td>
<td>POSTER SESSION 3***</td>
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<td>12:30PM – 2:00PM</td>
<td>PLENARY SPEAKER: Title TBA Adele Goldberg (Princeton U.)</td>
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<tr>
<td>2:00PM – 3:00PM</td>
<td>POP-UP MENTORING PROGRAM</td>
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<tr>
<th>Time (EST; UTC-5)</th>
<th>SESSION A: PHONETICS &amp; PHONOLOGY</th>
<th>SESSION B: SYNTAX &amp; SEMANTICS</th>
<th>SESSION C: WORD LEARNING</th>
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<tbody>
<tr>
<td>7:00PM – 7:30PM</td>
<td>Processing and attrition of tone and vowel in Mandarin-English bilinguals of varying proficiency. S. Elkinton, S. Creel, J. Kelholt, D. Yuen, C. Quam</td>
<td>Unaccusativity in Mandarin child language. K. Lin, K. Deen</td>
<td>Testing the roles of regularity and lexical class on toddlers’ spoken word recognition. C. Moore, E. Bergelson</td>
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<tr>
<td>7:30PM – 8:00PM</td>
<td>Infants are sensitive to phonotactic patterns in their native language at 5-months. M. Sundara, C. Breiss</td>
<td>Non-interrogative use of wh-words in Mandarin distinguishes between children with Developmental Language Disorder and language impaired children with autism. R. Huang, J. Schaeffer</td>
<td>Asking and answering: Questions promote active learning of novel words. C. Gaudreau, H. Puttre, G. Araneta, M. Kaliakin, K. Hirsh-Pasek, R. Golinkoff</td>
</tr>
<tr>
<td>8:00PM – 8:30PM</td>
<td>The acoustic realization of vowels and tones in Mandarin infant-directed speech: More variable and less discriminable. P. Tong, N. Xu Rattanasone, I. Yuen, K. Demuth</td>
<td>The distributional learning of recursive structures. D. Li, L. Grohe, P. Schulz, C. Yang</td>
<td>Maternal repetition and expansion of child utterances at the outset of combinatorial speech promote growth in MLU. E. Che, P. Brooks</td>
</tr>
<tr>
<td>9:00PM – 10:00PM</td>
<td>SOCIAL HOUR</td>
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</table>
List of posters in Poster Session 3 (ª = alternate for oral presentation):

- An acquisition path for Speech Acts in English and their interaction with negation. R. Woods, T. Roeper
- The acquisition of recursive possessives in child Tamil. U. Lakshmanan
- Age of acquisition effects in agreement in Turkish Sign Language (TID). S. Ozdemir, K. Gökgöz
- Auditory representations based on numerical information in 9 to 10 months-old infants. S. Benavides-Varela, N. Reoya Serrano
- Bayesian simulation of clause-level constructional knowledge in child language development: Active transitives and suffixal passives in Korean. G.-H. Shin, S. Mun
- Children’s interpretations of every...some sentences. C. Bill, E. Pagliarini, J. Romoli, L. Tieu, S. Crain
- Children’s sensitivity to prosody and ostension in answers to wh-questions. B. Stoddard, J. de Villiers
- The development of DATIVE arguments: Evidence from Modern Greek clitics. D. Oikonomou, E. Anagnostopoulou, V. Tsakali
- The developmental interplay of OR and AND. V. Tsakali
- Early parental causal language input predicts later child causal verb understanding. A. Aktan-Erciyes, E. N. Atalay, A. Ş. Öregül, P. Karataş, T. Gökşun
- Exhaustive pairing errors in passives. J. Kisjes, B. Hollebrandse, A. van Hout
- Explicitness in referent introduction in heritage speakers’ majority English. T. Pashkova, M. Murphy, S. Allen
- Eye-gaze patterns in early infancy and later language and communication outcomes. M. Cruz, J. Pejovic, C. Severino, S. Frota
- False belief in children and adolescents with Down Syndrome. I. Neitzel, M. Penke
- How often do children hear verbs and see relevant events in everyday contexts?: Observing children in Spanish-speaking and English-speaking families. A. Gaston-Panthaki, P. Tovar-Perez, M. Young, G. Smith, R. Webb, J. Childers
- Iconic sentences are not always easier: Evidence from bilingual German-Greek children. C. Makrodimitris, P. Schulz
- Immature syntax or processing? What causes “Scope Marking Errors” in English-speaking 5-year-olds. C. J. Lutken, G. Legendre
- Information structure shifts attention during pronoun processing in German. R. Hert, J. Järvićivi
- Does knowledge of social norms help children to understand irony? V. Hukker, S. Sprenger, P. Hendriks
- The L2 acquisition of intonation: A feature-based approach. C. Sánchez-Alvarado
- Labeling supports spatial encoding: Saying is better than showing for the midpoint relation. N. Simms, D. Gentner, D. Uttal
- Preschoolers adapt syntax at multiple levels. Y. Lin, M. Thothathiri, C. Fisher
- Repairing onsetless syllables during late childhood. G. Repiso Puigdelliura
- The role of case morphology at the syntax-discourse interface in L2 German. M. Lecouvet
- Second language acquisition of placement cross-modally: A view from hearing learners of ASL. A. T. Frederiksen
- Sentence Repetition Task as a measure of language dominance. J. Torregrossa, M. Andreou, C. Bongartz
- “Small big flowers” or “small and big flowers”? Simple is better and roll-up is too complex for Romanian 5-year-olds. A. C. Bleotu, T. Roeper
- Studying an Arabic-German bilingual population’s production and comprehension of relative clauses longitudinally – Preliminary results. D. Öwerdieck, C. Hamann, L. Abed Ibrahim
- Do we learn from our prediction mistakes? Evaluating error-based theories of language acquisition. J. Fazekas, A. Jessop, J. Pine, C. Rowland
- When children interpret disjunction exclusively. K. Yatsushiro, A. Nicolae, M. Asano, Y. Miyamoto, S. Otani
- Zipfian distribution and language learning. O. Lavi-Rotbain, I. Arnon
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<tr>
<th>Time (EST; UTC -5)</th>
<th><strong>SESSION A: SENTENCE PROCESSING</strong></th>
<th><strong>SESSION B: SEMANTICS &amp; PRAGMATICS</strong></th>
<th><strong>SESSION C: LANGUAGE INPUT</strong></th>
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<tr>
<td>10:30AM – 11:00AM</td>
<td>Children’s event representations are driven by verb tense. B. Qin, M. van Heugten</td>
<td>How do preschoolers comprehend contrastive vs. descriptive adjectives pre- and post-nominally? C. Davies, J. Lingwood, B. Ivanova, S. Arunachalam</td>
<td>Does amount of L2 exposure affect the social and cognitive skills of monolingually-raised children attending bilingual education? G. Chamorro, V. Janke</td>
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<tr>
<td>12:30PM – 2:00PM</td>
<td><strong>SYMPOSIUM: Exploring innateness: How do we move ahead?</strong> Iris Berent (Northeastern U.), Elissa Newport (Georgetown U.), Virginia Valian (Hunter College, CUNY)</td>
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<tr>
<td>2:00PM – 2:10PM</td>
<td><strong>AWARDS &amp; CONFERENCE CLOSING</strong></td>
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