

14TH INTERNATIONAL CONGRESS

FOR THE STUDY OF CHILD LANGUAGE

IASCL
2017

WELCOME!

IN
LYON,
FRANCE



JULY, 17TH-21ST 2017

PLANNING

	MONDAY, JULY 17 TH	TUESDAY, JULY 18 TH	WEDNESDAY, JULY 19 TH	THURSDAY, JULY 20 TH	FRIDAY, JULY 21 ST	
8h30		REGISTRATION				
9h00	Tutorials	PLENARY: What do the hands tell us about language development? Insights from development of speech, gesture and sign across languages A. Ozyurek	PLENARY: Sex and Stability in Early Child Language M. Bornstein	PLENARY: Language disorders: What do they tell us about child language development? G. Conti-Ramsden	PLENARY: What is "complete" L1 acquisition? On the age factor in heritage language development and first language attrition M. Schmid	
10h00		☕ Coffee break				R. Brown Prize & Best Student Poster Award
10h30		7 parallel symposia sessions	7 parallel symposia sessions	7 parallel symposia sessions	☕ Coffee break	7 parallel symposia sessions
12h00		Childes and Phonbank brown bag	IASCL Business Meeting	🍴 Lunch break		
12h30						
13h00						
13h30						
14h00	Tutorials	7 parallel symposia sessions	7 parallel symposia sessions	7 parallel symposia sessions	5 parallel symposia sessions	
16h00					Closing remarks	
17h00	🎉 Opening Ceremony	🎉	🎉	🎉		
17h30	PLENARY: Bottom-up and top-down information in infants' early language acquisition. S. Peperkamp	Poster session 1/3	Poster session 2/3	Poster session 3/3		
18h00						
18h30		JoCL editorial meeting + Junior scientists meeting				
19h00	🎉 Welcome cocktail					
19h30				Gala dinner		
20h30						

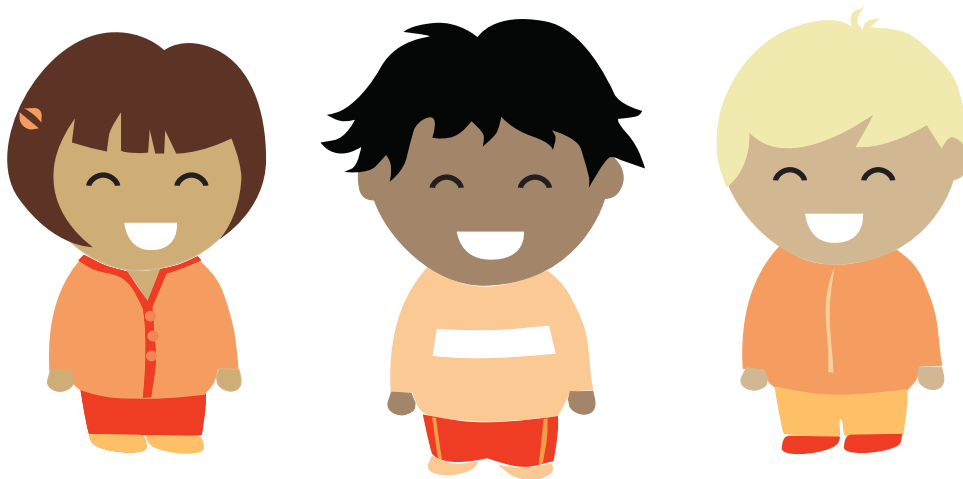
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FOR THE STUDY OF
CHILD LANGUAGE

IASCL
2017

PROGRAM AND PRACTICAL INFORMATION

JULY 17TH > 21ST 2017

LYON, FRANCE



IASCL 2017

is organized by the International Association for the Study of Child Language in cooperation with the Laboratoire Dynamique du Langage.

EVENT ORGANIZATION AND COORDINATION

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SUMMARY

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WHEN?
HOW?...



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A red speech bubble with a white outline, containing the text "LET'S GO!".

LET'S
GO !

PROGRAM



MONDAY, JULY 17TH

OVERVIEW

	ROOM BR32	ROOM BR19	ROOM BR33
8h30	TUTORIAL The use of eye-tracking in language acquisition research part 1	TUTORIAL HomeBank: An online repository of daylong child-centered audio recordings	TUTORIAL R for corpus data part 1
10h00	Coffee break		
10h30	continuation...	continuation...	continuation...
12h00	Lunch break		
13h30	TUTORIAL The use of eye-tracking in language acquisition research part 2	ROOM BR35 TUTORIAL R for mixed model	TUTORIAL R for corpus data part 2
15h00	Coffee break		
15h30	continuation...	continuation...	continuation...
17h00	GRAND AMPHI Opening ceremony		
17h30	GRAND AMPHI PLENARY TALK: Bottom-up and top-down information in infants' early language acquisition. Sharon Peperkamp		
18h30	COUR D'HONNEUR Welcome cocktail		
20h30			



DAY 1 MONDAY, JULY 17TH

🕒 17H00 → 17H30

GRAND AMPHI

OPENING CEREMONY

🕒 17H30 → 18H30

GRAND AMPHI

PLENARY TALK : Bottom-up and top-down information in infants' early language acquisition

Sharon Peperkamp

Laboratoire de Sciences Cognitives et Psycholinguistique,
Paris, France

Decades of research have shown that before they pronounce their first words, infants acquire much of the sound structure of their native language, while also developing word segmentation skills and starting to build a lexicon. The rapidity of this acquisition is intriguing, and the underlying learning mechanisms are still largely unknown. Drawing on both experimental and modeling work, I will review recent research in this domain and illustrate specifically how both bottom-up and top-down cues contribute to infants' acquisition of phonetic categories and phonological rules.

🕒 18H30 → 20H30

COUR D'HONNEUR

WELCOME COCKTAIL

WELCOME!





TUESDAY, JULY 18TH

OVERVIEW

9h00	GRAND AMPHI PLENARY TALK: What do the hands tell us about language development? Insights from development of speech, gesture and sign across languages. Asli Ozyurek						
10h00	Coffee break						
10h30	GRAND AMPHI Tribute to Josie Bernicot : how her reflection will shape the future of developmental pragmatics Michèle Guidetti	AMPHI LAPRADE Language development in children with cochlear implants: From vocabulary in infancy to language processing in the school years Katherine Demuth	AMPHI L. AUBRAC A new perspective on referentiality in elicited narratives Natalia Gagarina	AMPHI J-B. SAY Same learning mechanisms - different morphologies: what factors determine learning? Elena Lieven	AMPHI JABOULAY Giving new significance to null results in child language research Titia Benders	ROOM D201 Perspectives on developmental complexity: syntax and semantics Yves Roberge	ROOM D101 What is the relationship between Executive Function and language development? Nicola Botting
12h30	Lunch break				B148 Advances within CHILDES and PhonBank: Corpus data and tools for analysis / Yvan Rose & Brian McWhinney		
13h00	FluencyBank: studying typical and disordered speech fluency across languages and contexts Nan Ratner	Acquisition of case-marking: form and function Virve Vihman Virve-Anneli Vihman	The effects of conversation on the content and linguistic form of narratives Edy Veneziano	Cooperative communication in peer interactions Bahar Koymen	Child-external and child-internal factors in the acquisition of Catalan in a multilingual constellation: 2L1, 3L1 and child L2 in the context of societal bilingualism Laia Arnaus	The impact of congenital hearing loss on spoken language development Gary Morgan	Encoding events in language and cognition Ercenur Ünal
14h00	ZONE 1 TO 5 Poster session 1/3 						
16h00	BO22A JoCL editorial meeting						
16h00	BR18 Junior scientists meeting						
18h00	WHERE?						
19h30							

DAY 2

TUESDAY, JULY 18TH

SYMPOSIA

🕒 9H00 → 10H00

GRAND AMPHI

PLENARY TALK

What do the hands tell us about language development? Insights from development of speech, gesture and sign across languages

Asli Ozyurek, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands

Most research and theory on language development focus on children's spoken utterances. However language development starting with the first words of children is multimodal. Speaking children produce gestures accompanying and complementing their spoken utterances in meaningful ways through pointing or iconic gestures. Secondly, children learning a sign language use the visual modality (i.e., hands, face and body) to fulfill all linguistic functions at different stages of language development. In this talk I will present recent research on the role visual modality plays both in spoken language development accompanied by gestures as well as in development of sign languages- bringing findings from two fields of research together and how they inform each other. This broader multimodal view shows that expressive affordances of visual modality, allowing for iconic representations and visible indexicality in gesture or sign, provide children alternative routes and stepping stones in language development than speech does alone. I will also show that visual modality might fulfill different functions in language development depending on the language type.

🕒 10H00 → 10H30

☕ COFFEE BREAK

🕒 10H30 → 12H30

GRAND AMPHI

SYMPOSIUM

Tribute to Josie Bernicot : how her reflection will shape the future of developmental pragmatics

CONVENER : Michèle Guidetti, CLLE, Université de Toulouse, CNRS & UT2J, France

DISCUSSANT: Danielle Matthews, The University of Sheffield, U.K.

PRESENTATION 1

Tribute to Josie Bernicot: Gestures and communicative acts in language acquisition

Michèle Guidetti, CLLE, Université de Toulouse, CNRS & UT2J, France

PRESENTATION 2

Interactional context, speech acts and Meaning in dialogue: how much are they entwined?

Anne Salazar-Orvig, CLESTHIA, Université Sorbonne Nouvelle - Paris 3, France

PRESENTATION 3

Disorders across the life span

Virginie Dardier, CRPCC - Université Rennes II, France

PRESENTATION 4

Register of electronic communication

Olga Volckaert-Legrie, CLLE, Université de Toulouse, CNRS & UT2J, France

🕒 10H30 → 12H30

AMPHI LAPRADE

SYMPOSIUM

Language development in children with cochlear implants: From vocabulary in infancy to language processing in the school years

CONVENER : Katherine Demuth, Macquarie University, Sidney, Australia

DISCUSSANT: Katherine Demuth

PRESENTATION 1

Variability in early vocabulary of children with CIs: the impact of child abilities on outcomes

Edith L. Bavin, La Trobe University, VIC, Australia

Julia Sarant, The University of Melbourne, Australia

Luke Prendergast, La Trobe University, VIC, Australia

Greg Leigh, RIDBC Renwick Centre (Royal Institute for Deaf and Blind Children/The University of Newcastle), Australia

PRESENTATION 2

Lexical access for production and recognition in children with cochlear implants

Richard G. Schwartz, **Susan Steinman**, **Elizabeth Ying**, **Zara W. DeLuca**, **Georgia Drakopoulou** and **Derek Houston**

PRESENTATION 3

Prosody, processing speech and discourse interactions in adolescents with cochlear implants

Colleen Holt, **Katherine Demuth** & **Ivan Yuen**

PRESENTATION 4

The effects of prosody on syntactic disambiguation in children with cochlear implants

Talita Fortunato-Tavares, **Richard G. Schwartz**, **Claudia F. de Andrade**, **Klara Marton**, **Derek Houston**

🕒 10H30 → 12H30

AMPHI LUCIE AUBRAC

SYMPOSIUM

A new perspective on referentiality in elicited narratives

CONVENER : **Natalia Gagarina**, Leibniz-Zentrum Allgemeine Sprachwissenschaft, Germany

PRESENTATION 1

Character introductions in oral narratives of Swedish-German bilingual children aged 4 and 6

Josefin Lindgren, Uppsala University, Sweden

Valerie Reichardt, Humboldt Universitaet zu Berlin, Germany

Ute Bohnacker, Uppsala University, Sweden

PRESENTATION 2

Referential cohesion in the narratives of monolingual and bilingual children with typically developing language and with SLI

Sveta Fichman, Bar-Ilan University, Israel

Carmit Altman, Bar-Ilan University, Israel

Sharon Armon-Lotem, Bar-Ilan University, Israel

Joel Walters, Bar-Ilan University, Israel

PRESENTATION 3

Determiners and Clitics in character reference: A comparison between monolingual and bilingual children with typical development and SLI

Eleni Peristeri, Aristotle University of Thessaloniki, Greece

Maria Andreou, Aristotle University of Thessaloniki, Greece

Ianthi Tsimpli, Aristotle University of Thessaloniki, Greece

PRESENTATION 4

Referentiality in elicited narratives of Lithuanian TD and SLI preschoolers

Ingrida Balčiūnienė, Vytautas Magnus University, Lithuania

Ineta Dabašinskienė, Vytautas Magnus University, Lithuania

PRESENTATION 5

When the listener cannot see: referencing in children's stories told to a blindfolded person

Daleen Klop, Stellenbosch University, South Africa
Alicia Eksteen, Stellenbosch University, South Africa
Daniela Adams, Stellenbosch University, South Africa
Shaney Botman, Stellenbosch University, South Africa
Mia-Lize Brink, Stellenbosch University, South Africa

🕒 10H30 → 12H30

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Same learning mechanisms – different morphologies: what factors determine learning?

CONVENER: Elena Lieven, University of Manchester, U.K.

DISCUSSANT: Aris Xanthos, University of Lausanne, Switzerland

PRESENTATION 1

Predicting errors in children's production of verb morphology: evidence from person/number marking in Finnish and Polish

Sonia Granlund, University of Liverpool, U.K.
Joanna Kolak, University of Manchester, U.K.
Marta Szreder, United Arab Emirates University
Felix Engelmann, University of Manchester, U.K.
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.
Anna Theakston, University of Manchester, U.K.
Elena Lieven, University of Manchester, U.K.

PRESENTATION 2

The acquisition of verb inflection in a connectionist model

Felix Engelmann, University of Manchester, U.K.
Joanna Kolak, University of Manchester, U.K./University of Warsaw, Poland
Sonia Granlund, University of Liverpool, U.K.
Marta Szreder, United Arab Emirates University, United Arab Emirates
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.
Anna Theakston, University of Manchester, U.K.
Elena Lieven, University of Manchester, U.K.

PRESENTATION 3

The acquisition of Chintang verbal morphology

Sabine Stoll, University of Zurich, Switzerland
Jekaterina Mazara, University of Zurich, Switzerland
Damián Blasi, University of Zurich, Switzerland and Max Planck Institute for the Science of Human History, Jena, Germany
Balthasar Bickel, University of Zurich, Switzerland

PRESENTATION 4

A training study to establish the cause of children's "defaulting errors" in Spanish

Joseph Martin, University of Liverpool, U.K.
Colin Bannard, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.

🕒 10H30 → 12H30

AMPHI JABOULAY

SYMPOSIUM

Giving new significance to null results in child language research

CONVENER: Titia Benders Department of Linguistics, Macquarie University, Australia

DISCUSSANT: Suzanne Curtin Calgary University, Canada

PRESENTATION 1

Tracing the emergence of native-language abilities through combined meta-analyses

Christina Bergmann, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France
Sho Tsuji, University of Pennsylvania, Philadelphia, USA & LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France
Page E. Piccinini, NeuroPsychologie Interventionnelle, ENS, Paris, France
Molly L. Lewis, University of Chicago, Computation Institute/University of Wisconsin-Madison, Department of Psychology
Mika Braginsky, Massachusetts Institute of Technology, Department of Brain and Cognitive Sciences
Michael C. Frank, Department Psychology, Stanford University
Alejandrina Cristia, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France

PRESENTATION 2

A Robust Failure to Replicate Word Segmentation Findings in British English Infants

Tamar Keren-Portnoy, University of York, U.K.
Caroline Floccia, Plymouth University, U.K.
Rory DePaolis, James Madison University, U.S.A
Hester Duffy, University of Warwick, U.K.
Claire Delle Luche, University of Essex, U.K.
Samantha Durrant, International Centre for Language and Communicative development (LuCiD), University of Liverpool, U.K.
Laurence White, Plymouth University, U.K.
Jeremy Goslin, Plymouth University, U.K.
Marilyn Vihman, University of York, U.K.

PRESENTATION 3

SymBuki: Making sense of null results in the sound symbolic bouba-kiki effect by means of a meta-analysis

Mathilde Fort, Universitat Pompeu Fabra, CBC, Barcelona, Spain

Imme Lammertink, ACLC, University of Amsterdam, The Netherlands

Sharon Peperkamp, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France

Paula Fikkert, Radboud University, Nijmegen, The Netherlands

Adriana Guevara-Rukoz, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France

Sho Tsuji, University of Pennsylvania, Philadelphia, USA & LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France

PRESENTATION 4

Bayes (ian statistics) for Babies

Titia Benders, Macquarie University, Australia

Don Van Ravenzwaaij, University of Groningen, The Netherlands

🕒 10H30 → 12H30

SALLE D201

SYMPOSIUM

Perspectives on developmental complexity: syntax and semantics

CONVENER: Yves Roberge, University of Manchester, U.K.

DISCUSSANT: Fritz Newmeyer, University of Lausanne, Switzerland

PRESENTATION 1

First wait - then integrate. How the learner solves the learnability puzzle of complex sentences

Petra Schulz, Goethe-University Frankfurt, Germany

PRESENTATION 2

Syntactic complexity in narratives and sentence repetition: A comparison between bilingual and monolingual children's production

Maria Andreou, University of Cologne, Germany

Ianthi Tsimpli, University of Cambridge, U.K.

PRESENTATION 3

Syntactic complexity and the developing production system

Dana McDaniel, University of Southern Maine, U.S.A.

Cecile McKee, University of Arizona, U.S.A.

PRESENTATION 4

Child language acquisition and the complexity of recursive embedding

Ana T Pérez-Leroux, University of Toronto, Canada

Yves Roberge, University of Toronto, Canada

🕒 10H30 → 12H30

SALLE D101

SYMPOSIUM

What is the relationship between Executive Function and language development?

CONVENER: Nicola Botting & Gary Morgan, City University London, U.K.

DISCUSSANT: Caroline Rowland, Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 1

Language acquisition and executive function from 12 to 36 months in typically developing children.

Samantha Durrant, ESRC LuCiD Centre, University of Liverpool, U.K.

Amy Bidgood, ESRC LuCiD Centre, University of Liverpool, U.K.

Paula McLaughlin, ESRC LuCiD Centre, University of Liverpool, U.K.

Michelle Peter, ESRC LuCiD Centre, University of Liverpool, U.K.

Caroline Rowland, ESRC LuCiD Centre, University of Liverpool; U.K.

PRESENTATION 2

Complement syntax and Executive Functions: Teasing apart their contributions to Theory of Mind

Morgane Burnel, University of Grenoble, France

Marcela Perrone, University of Grenoble, France

Monica Baciú, University of Grenoble, France

Anne Reboul, CNRS Lyon, France

Stephanie Durrleman, University of Geneva, Switzerland

PRESENTATION 3

The relationship between language and executive function (EF) in children with typical and atypical motor coordination skills

Marialivia Bernardi, City University of London, U.K.

Hayley C. Leonard, University of Surrey, U.K.

Elisabeth L. Hill, Goldsmiths University of London, U.K.

Nicola Botting, City University of London, U.K.

Lucy A. Henry, City University of London, U.K.

PRESENTATION 4

Language mediates executive function differences in deaf and hearing children

Nicola Botting, City University of London, U.K.

Anna Jones, University College London, Deafness, Cognition and Language Research Centre, U.K.

Joanna Atkinson, University College London, Deafness, Cognition and Language Research Centre, U.K.

Chloe Marshall, University College London, Institute of Education, U.K.

Michelle St. Clair, University of Bath, U.K.

Gary Morgan, City University of London, U.K.

🕒 12H30 → 14H00



LUNCH BREAK

🕒 12H30 → 14H00

ROOM B148

Advances within CHILDES and PhonBank: Corpus data and tools for analysis

🕒 14H00 → 16H00

GRAND AMPHI

SYMPOSIUM

FluencyBank: Studying typical and disordered speech fluency across languages and contexts

CONVENER : **Nan Bernstein Ratner**, University of Maryland, College Park, U.S.A.

DISCUSSANT: **Brian MacWhinney**, Carnegie-Mellon University, U.S.A.

PRESENTATION 1

Using FluencyBank to study speech disfluencies in normally fluent, French-speaking children

Anne-Lise Leclercq Research Unit on Childhood, Liege University, Belgium

Pauline Suaire Research Unit on Childhood, Liege University, Belgium

Astrid Moyse Research Unit on Childhood, Liege University, Belgium

PRESENTATION 2

Speech disruptions in school-age children with SLI: a developmental perspective

Rob Zwitserlood Royal Dutch Auris Group, Utrecht University, The Netherlands

Ludo Verhoeven, Radboud University, Nijmegen, The Netherlands

Marjolijn van Weerdenburg, Radboud University, Nijmegen, The Netherlands

Frank Wijnen, Utrecht University, The Netherlands

PRESENTATION 3

Clinical versus typical profiles of speech disfluency: Addressing theoretical and practical challenges

Courtney Byrd, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.

Elizabeth Hampton, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.

Zoi Gkalitsiou, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.

PRESENTATION 4

Linguistic predictors of recovery from early childhood stuttering

Kathryn Leech, University of Maryland, U.S.A.

Barbara Brown, Purdue University, U.S.A.

Christine Weber, Purdue University, U.S.A.

Nan Bernstein Ratner, University of Maryland, U.S.A.

🕒 14H00 → 16H00

AMPHI LAPRADE

SYMPOSIUM

Acquisition of case-marking: form and function

CONVENER: **Virve-Anneli Vihman**, University of Tartu, Estonia

PRESENTATION 1

Interaction of case marking and word order in Czech children's production

Filip Smolik, Czech Academy of Sciences, Czech Republic

PRESENTATION 2

Variability in the input: Acquisition of Differential Object Marking in Estonian

Virve-Anneli Vihman, University of Tartu, Estonia

Felix Engelmann, University of Manchester, U.K.

Anna Theakston, University of Manchester, U.K.

Elena Lieven, University of Manchester, U.K.

PRESENTATION 3

The role of constructions in the acquisition of Polish noun inflections

Grzegorz Krajewski University of Warsaw, Poland

PRESENTATION 4

The influence of word stress and word order on the comprehension of case in Russian speaking children

Bibi Janssen, University of Amsterdam, The Netherlands
Anne Baker, University of Amsterdam, The Netherlands

PRESENTATION 5

Testing constructivist models of morphological development using case-marking in Lithuanian

Egle Saviciute, University of Liverpool, U.K.
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.

🕒 14H00 → 16H00

AMPHI LUCIE AUBRAC

SYMPOSIUM

The effects of conversation on the content and linguistic form of narratives

CONVENER: Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

PRESENTATION 1

Models of reference in narratives: Comparing the choices of referring expressions by mothers in conversation with their children, typically developing or with SLI, and by control adults

Anne Salazar Orvig, Université Sorbonne Nouvelle, Paris 3 Laboratoire CLESTHIA, France
Geneviève de Weck, Centre de Logopédie Université de Neuchâtel, Suisse

PRESENTATION 2

Mothers' reactions to children's explanations in narrative and free-play setting: A study of conversations with SLI and TD children aged 5 to 7 years

Stefano Rezzonico, École d'orthophonie et audiologie, Université de Montréal, Montréal, Canada

PRESENTATION 3

The effects of repeated book reading conversations: A study of Hebrew-speaking mother-child dyads

Rotem Shapira, Levinsky College of Education and School of Education, Tel Aviv University, Israel
Dorit Aram, School of Education, Tel Aviv University, Israel

PRESENTATION 4

The effects of a short conversational intervention on the content and the linguistic structure of 5 to 8 years old French-speaking children's monological narratives

Bracha Nir, Department of Communication Sciences and Disorders, University of Haifa, Israel
Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

PRESENTATION 5

The effects of a short conversational intervention on the narrative skills of high-functioning children with ASD and matched typically-developing children

Marie-Hélène Plumet, Université Paris Descartes, Laboratoire LPPS, France
Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

🕒 14H00 → 16H00

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Cooperative communication in peer interactions

CONVENER: Bahar Koymen, University of Manchester, U.K.
DISCUSSANT: Ludovica Serratrice, University of Reading, U.K.

PRESENTATION 1

Creating a language: Non-linguistic communication among preschool peers

Manuel Bohn, Max Planck Institute for Evolutionary Anthropology, Germany
Gregor Stöber, Max Planck Institute for Evolutionary Anthropology, Germany
Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Germany & Duke University, U.S.A.

PRESENTATION 2

Nonverbal markers of collaborative lying in a dyadic context

Hilal H. Şen Koç University, Turkey
Ceren Bozkurt Koç University, Turkey
Seren Zeynep Vardar Koç University, Turkey
Aylin C. Küntay Koç University, Turkey

PRESENTATION 3

Children produce justifications according to their pragmatic goals in peer conversations

Andreas Domberg, Max Planck Institute for Evolutionary Anthropology & University of Manchester, U.K.

Bahar Koymen, University of Manchester, U.K.

Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Germany & Duke University, U.S.A.

PRESENTATION 4

Joint decision-making facilitates children's reasoning with peers

Bahar Koymen, University of Manchester, U.K.

Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Germany & Duke University, U.S.A.

🕒 14H00 → 16H00

AMPHI JABOULAY

SYMPOSIUM

Child-external and child-internal factors in the acquisition of Catalan in a multilingual constellation: 2L1, 3L1 and child L2 in the context of societal bilingualism

CONVENER: Laia Arnaus-Gil, Bergische Universität Wuppertal, Germany

PRESENTATION 1

Optionality in sequential bilingualism: production of Catalan adverbial clitics by children of different L1s

Mònica Tarrés, Universitat Pompeu Fabra, Barcelona, Spain

Aurora Bel, Universitat Pompeu Fabra, Barcelona, Spain

PRESENTATION 2

Language acquisition and change: the acquisition of Catalan partitive and locative clitics

Anna Gavarró, Universitat Autònoma de Barcelona, Spain

PRESENTATION 3

The acquisition of Spanish-Catalan pronominal clitics: the case of bi-trilingual children

Amelia Jiménez Gaspar, Universitat de les Illes Balears, Spain

Natascha Müller, Bergische Universität Wuppertal, Germany

Laia Arnaus-Gil, Bergische Universität Wuppertal, Germany

PRESENTATION 4

Semantic redistribution of copula *ser/estar* in simultaneous Catalan/Spanish bilingual children and adults

Alejandro Cuza, Purdue University, U.S.A

Pedro Guijarro-Fuentes, University of Balearic Islands, Spain

🕒 14H00 → 16H00

ROOM D201

SYMPOSIUM

The impact of congenital hearing loss on spoken language development

CONVENER: Gary Morgan, City University London, U.K.

PRESENTATION 1

Identifying auditory barriers to spoken language understanding in Dutch toddlers

Martine Coene, Language and Hearing Center Amsterdam, Vrije Universiteit Amsterdam, The Netherlands

Elske Bolk, Language and Hearing Center Amsterdam, VU University medical center, The Netherlands

Theo Goverts, Language and Hearing Center Amsterdam, VU University Medical Center, The Netherlands

Paul Govaerts, The Eargroup, Antwerp, Belgium

PRESENTATION 2

Narrative Performance in School-Age Children who are Hard of Hearing

Elizabeth Walker, University of Iowa, U.S.A.

PRESENTATION 3

Finite verb morphology in the spontaneous speech of Dutch-speaking children with cochlear implants and hearing aids

Annemiek Hammer, Utrecht University of Applied Sciences, Institute for Sign, Language & Deaf Studies, The Netherlands

Martine Coene, Language and Hearing Center Amsterdam, Vrije Universiteit Amsterdam, The Netherlands

PRESENTATION 4

Narrative skills in deaf children who use spoken English: dissociations between macro and microstructural devices

Chloe Marshall, UCL, U.K.

Anna Jones, UCL, U.K.

Nicola Botting, City University London, U.K.

Gary Morgan, City University London, U.K.

🕒 14H00 → 16H00

ROOM D101

SYMPOSIUM

Encoding events in language and cognition

CONVENER: Ercenur Ünal, Radboud University, Max Planck Institute for Psycholinguistics, The Netherlands

DISCUSSANT: Laura Wagner, Ohio State University, U.S.A.

PRESENTATION 1

How we conceptualize the ends of events (and what it might mean for verb acquisition)

Angela Xiaoxue He, Boston University, U.S.A.

Sudha Arunachalam, Boston University, U.S.A.

PRESENTATION 2

Finding common ground: The role of language

Roberta Golinkoff, University of Delaware, U.S.A.

Kathy Hirsh-Pasek, Temple University, U.S.A.

Haruka Konishi, Michigan State University, U.S.A.

Natalie Brezack, University of Chicago, U.S.A.

PRESENTATION 3

How children map event participants onto language

Ercenur Ünal, Radboud University, Max Planck Institute for Psycholinguistics, The Netherlands

John Trueswell, University of Pennsylvania, U.S.A.

Anna Papafragou, University of Delaware, U.S.A.

PRESENTATION 4

Mapping from form to meaning: Light verb constructions and event construal

Eva Wittenberg, University of California, San Diego, U.S.A.



ZONE 1

- 1. Children with autism spectrum disorder use common ground to comprehend ambiguous requests** - Louise Malkin, Kirsten Abbott-Smith, David Williams, John Ayling
- 2. Deaf Children's Typical and Atypical Bilingual Development in American Sign Language (ASL) and Written English** - Philip Prinz
- 3. Speech and language outcomes of three-year-old Finnish children with hearing loss** - Taina Välimaa, Sari Kunnari, Eila Lonka, Anna-Kaisa Tolonen, Krista Wallenius, Heikki Löppönen
- 4. Language comprehension in children, adolescents and adults with Down syndrome** - Bernadette Witecy, Eva Wimmer, Martina Penke
- 5. Assessing phonological memory in children with speech errors: are meaningless syllable strings really meaningless?** - Catherine Torrington Eaton, Nan Bernstein Ratner
- 6. Neurophysiological evidence for the influence of phonological and semantic neighbourhood densities on word production in children** - Doreen Hansmann, William Gavin, Stephanie Stokes
- 7. Tracking of speech rhythm by brain oscillations: What happens in children with typical and atypical language development? A magnetoencephalography (MEG) study** - H  l  ne Guiraud, Ana-Sofia Hincapi  , Karim Jerbi, V  ronique Boulenger
- 8. Are children and adolescents with autism able to adapt their reading strategy to different reading goals?** Martina Micai, Mila Vulchanova, David Salda  a
- 9. Cartoon competitions: The effect of visual animacy on children's sentence processing** - Rebecca Cooper, Monique Charest, Juhani J  rvikivi
- 10. An intervention to increase educators' responsiveness to promote pupils' participation in class activities** - F  tima Vega, Marta Gr  cia, Carles Riba
- 11. Using Webinar-Based Coaching to Support Rich Language Use in Preschool Classrooms** - Gigliana Melzi, Adina Schick, Laura Schneebaum, Lauren Scarola
- 12. Linguistic and Cultural Identity of D/deaf Adolescent Students from Culturally Diverse Communities**, Maryam Salehomoum, Philip Prinz
- 13. Speech+gesture combinations for and by infants in the Netherlands and Mozambique** - Paul Vogt, Chiara De Jong
- 14. Dimensions of the language-learning environment in early education classrooms: Association with children's language growth** - Laura Justice, Hui Jiang, Katherine Strasser
- 15. Shift of Japanese Mother's Infant-/Child-Directed Speech** - Ayaka Ikeda, Tessei Kobayashi, Shoji Itakura
- 16. Measuring Interaction and Language-Promoting Strategies Between Preschoolers and Early Childhood Educators in French Minority Language Early Child Care Settings** - L  anne G  n  r-B  dard
- 17. The Acquisition of Morphotactics: An Experimental Study with Lithuanian TD and SLI Children** - Laura Kamandulyt  -Merfeldien  , Egl   Krivickait  , Ineta Daba  inskien  
- 18. Is child speech intelligible? The case of cochlear implanted (CI) vs normal-hearing (NH) children** - Benedicte Grandon, S  bastien Schmerber, Eric Truy, Anne Vilain
- 19. The frequency and distribution of delay markers in acquisition** - Daisy Leigh
- 20. Preposition use in 4 to 6 year old children with SLI compared to typically developing children** - Gerda Bruinsma, Evelien Klaveren, Inge Lijten, Hanneke Snieders, Suzanne Jansen-Spit, Frank Wijnen, Ellen Gerrits
- 21. Production of prosodic prominence in the utterance of Cochlear Implanted (CI) and normally hearing (NH) infants: a perceptual study** - Ilke De Clerck, Mich  le Pettinato, Jo Verhoeven, Steven Gillis
- 22. Narrative production of children acquiring Lithuanian as a heritage language** - Ingrida Bal  i  nien  , Ineta Daba  inskien  , Agn   Bla  ien  
- 23. The long-term development of speech production in children with CI in comparison to normally hearing peers: accuracy and variability at the word level** - Jolien Faes, Joris Gillis, Steven Gillis
- 24. Children's Detection of Iconic Telicity in Sign Language** - Laura Wagner, Carlo Geraci, Jeremy Kuhn, Kate Davidson, Brent Strickland
- 25. Input from Hearing and Deaf families for the Acquisition of Simultaneous Constructions in French Sign Language** - Marie-Anne Sallandre, Marie-Th  r  se L'Huillier
- 26. The identifiability of the speech of children with cochlear implants in comparison to normally hearing children and children with an acoustical hearing aid** - Nathalie Boonen, Hanne Kloots, Steven Gillis
- 27. Task effects on noun plural production in German-speaking preschoolers with cochlear implants** - Sabine Laaha, Steven Gillis
- 28. Supporting semantic learning through iconic gesture in children with specific language impairment** - Susanne Vogt, Christina Kauschke
- 29. Targeted Exposure to Adult Verb Forms in the Early Acquisition of Hebrew** - Lyle Lustigman, Eve Clark
- 30. Parent-infant Socio-cognitive Communication in Symbolic Play** - Sara Quinn, Evan Kidd
- 31. Prominence in speech and gesture help preschoolers to recall and comprehend information** - Judith Llanes, Olga Kushch, Pilar Prieto
- 32. Audiovisual correlates of focus production in French-speaking 4 and 5 year olds** - Nuria Esteve-Gibert, H  l  ne Loevenbruck, Marion Dohen, Mariapaola D'Imperio
- 33. Developmental Differences between children and adults in the use of visual cues for segmentation** - Ori Lavi-Rotbain, Inbal Arnon

34. Self-testing facilitates vocabulary growth in good and poor learners - Karla McGregor, Tim Arbisi-Kelm, Nichole Eden

ZONE 2

35. Predictive validity of the Kiswahili and Kigiriama versions of the Communicative Development Inventories - Katie Alcock, Amina Abubakar, Penny Holding, Charles Newton, Fons van de Vijver

36. Vocabulary differences between monolingual and bilingual toddlers: a touch-screen study - Laia Fibla, Charlotte Maniel, Alejandrina Cristia

37. Early verbs in Telugu: Evidence from CS and CDS - Madhavilatha Maganti, Sigal Uziel-Karl, Aayushi Deshpande

38. Vocabulary instruction in groups of young children with specific language impairment (SLI) - Marike Kempen, Maartje Kouwenberg, Connie Fortgens, Paul Leseman

39. Inuktitut Adaptation of the MacArthur-Bates Communicative Development Inventory - Shanley Allen, Catherine Dench, Natacha Trudeau, Catherine Genest, Mary Cain

40. Lexical access and competition in bilingual children: The role of proficiency and the lexical similarity of the two languages - Valentina Persici, Marilyn Vihman, Roberto Burro, Marinella Majorano

41. Sibling influence on morphological development? F. Nihan Ketrez

42. Scaffolding vocal development: maternal responsiveness to early speechlike vocalizations - Alicja Radkowska, Iris Nomikou, Katharina Rohlfing, Joanna Rączaszek-Leonardi

43. To /b/ or not to /b/: do two-year-olds represent the voiced-voiceless distinction in initial stops? Clara Levelt, Laura De Rooij

44. The acquisition of Hungarian word-medial /rt/ and /tr/ clusters - Éva Tar

45. Relating the development of speech perception in noise to temporal-processing auditory capacities: Role of sensory, memory and decision factors - Laurianne Cabrera, Christian Lorenzi, Stuart Rosen

46. Early evolution of syllable duration as a cue for oro-motor control development: a longitudinal study - Mélanie Canault, Johanna-Pascale Roy, Naomi Yamaguchi, Sophie Kern

ZONE 3

47. Influence of reading acquisition and parent's models on the use of referential expressions in children's narratives - Camille Dupret

48. The effectiveness of a short training with beat gestures in improving children's narrative discourse skills - Ingrid Vilà, Alfonso Iguualada, Pilar Prieto

49. Precursors and beginnings of language variety awareness in children - Irmtraud Kaiser

50. How early do children produce reduplications? A corpus study of first 2000 words of 1;5-year-olds - Sarah Eiteljörge, Klara Pouscoulous, Elena Lieven

51. Cross Situational Learning and Individual Differences in Language Development - Seamus Donnelly, Evan Kidd, Paola Escudero, Karen Mulak

52. Uncertainty before certainty: Evidence from Russian and Estonian L1 - Victoria Kazakovskaya, Reili Argus

53. Conversational skills: Detection of turn-taking violation in 6-month-old infants - Virginie Durier, Alice Rabiller, Nicolas Dollion, Alban Lemasson, Stéphanie Barbu

54. Acquiring a novel superlative determiner is easy if it's not negative - Elizabeth Maltwood

ZONE 4

55. The sensitive period for associative learning of non-adjacent dependencies in the linguistic and non-linguistic domain - Claudia Männel, Anne van der Kant, Jutta L. Mueller, Isabell Wartenburger, Barbara Höhle, Angela D. Friederici

56. Topicality makes the subject salient: The key to the universal subject preference in the acquisition of relative clauses - Elaine Lau, Stephen Matthews, Virginia Yip

57. Syntactic operations in early acquisition of complex constructions: Reported Speech in Spanish - Elsa Oropeza

58. Effects of Lexical Diversity on Argument Structure Acquisition - Erin Conwell

59. Do zipfian effects hide rule-based grammatical knowledge? A study on the early use of subject pronouns - Javier Aguado-Orea

60. The perception of discontinuous dependencies by 18 months-old: on the process of acquiring periphrastic verbal passives - João Lima Júnior, Letícia Corrêa

61. Differential Associations between Cognitive Skills and Language at the Semantic vs. Discourse and Syntax Levels - Kiren Khan, Nelson Keith

62. Learning to start a story in sign and spoken languages: Is there a language modality effect? - Beyza Sumer

63. Investigating associations between self-regulation and language development in infancy: findings from the FinnBrain Study - Denise Ollas, Pirkko Rautakoski, Saara Nolvi, Hasse Karlsson, Linnea Karlsson

64. Within-Subjects Measures of Dialect Perception Across the Lifespan - Ellen Dossey, Cynthia Clopper, Laura Wagner

65. Get-Passives in Child English: Raising or Control? - Megan Gotowski

66. Procedural memory in the gifted child - Sybren Spit, Judith Rispen, Imme Lammertink, Merel Witteloostuijn, van

67. The influence of presentation mode on the vocabulary learning of children with Autism Spectrum Disorders - Rebecca Lucas, Courtenay Norbury

68. It's raining, isn't it? The use of tag questions as a test case for form-function mappings - Michelle Davis, Thea Cameron-Faulkner, Anna Theakston

ZONE 5

69. Language proficiency and literacy skills of Russian heritage speakers in Cyprus - Sviatlana Karpava

70. Patterns of use of adjectives in Catalan from school age to adulthood in different genres and modes of production - Laia Cutillas, Liliana Tolchinsky

71. Inference making abilities as a predictor of narrative listening comprehension among pre-readers - Burcu Unlutuban, Ageliki Nicolopoulou, Caitlin Lindley

72. Repeated reading affects the cognitive load of word learning from shared storybook reading - Zoe Flack, Jessica Horst

73. Is there a receptive - expressive vocabulary gap in Polish-English bilingual children? Agnieszka Kacprzak, Joanna Kolak, Magdalena Luniewska, Karolina Mieszkowska, Joanna Zawadka

74. Code-switched Prepositional Phrases: Sentence Repetition with English-Hebrew Bilingual Preschool Children - Aviva Soesman, Joel Walters

75. Assimilating to the adult model: The effect of age, bilingualism, and stereo-typicality of word pairs - Boji P. W. Lam, Li Sheng

76. Welsh / English bilingual toddlers have larger total vocabularies than their monolingual peers: The role of language exposure on vocabulary size Elena Neophytou, Debbie Mills

77. Verbal working memory and the acquisition of cross-linguistic phonological regularities - Evelyn Bosma, Wilbert Heeringa, Eric Hoekstra, Arjen Versloot, Elma Blom

78. Text-genre based analysis of the acquisition of L2 writing skills: the example of kitchen recipes - Ibon Manterola, Margareta Almgren, Ines Garcia-Azkoaga, Itziar Idiazabal

79. Profiling language development in dual language learners - Irina Potapova, Philip Combiths, Jessica Barlow, Sonja Pruitt-Lord

80. Language knowledge predicts 3-6 year-old mono- and bilingual children's pronoun processing - Juhani Järvikivi, Vincent Porretta, Johanne Paradis, Krithika Govindarajan, Kayla Day

81. Phonological awareness and reading skills in sequential bilingual children - Kathleen McCarthy, Katrin Skoruppa

82. Bilingual language assessment: A survey of speech-language therapy caseloads and declared practices in French-speaking Switzerland - Letizia Volpin, Letizia Volpin, Stefano Rezzonico, Geneviève de Weck

83. Language Dimensionality in Spanish-English Bilingual Children - Mirza J Lugo-Neris, Elizabeth D Peña, Lisa M Bedore, Zenzi M Griffin

84. Vocabulary and text quality: lexical development in L1 and L2 discourse - Rocío Cuberos, Elisa Rosado, Melina Aparici, Naymé Salas

85. Frequency and function of pointing during shared book reading between Mandarin Chinese-speaking mothers and 18-month-old children - ChingYun Lee, Chien-ju Chang

86. Children's referring expressions in interaction Cecilia Rojas Nieto

87. Pragmatic and linguistic abilities interactions in preschool children: a longitudinal study - Consuelo del Grande, Simonetta D'Amico

88. Typological effects in the early acquisition of possession in Mayan Tzotzil - Lourdes de Leon

89. Assessing understanding of relative clauses: a comparison of multiple-choice comprehension versus sentence repetition - Pauline Frizelle, Clodagh O'Neill, Dorothy Bishop

90. On one hand and on the other: Hand position imitation is related to preschool children's language development - Mori Yondu, Elena Nicoladis

91. Variation in language abilities across children; the role of construction-learning - Nick Riches

92. Parents' 'quality' talk during pretend play and relations to children's expressive language from 2 to 3 years - Daniel O'Neill, Ageliki Nicolopoulou

SO MANY POSTERS!





WEDNESDAY, JULY 19TH

OVERVIEW


9h00	GRAND AMPHI PLENARY TALK: Sex and Stability in Early Child Language Marc Bornstein						
10h00	Coffee break						
10h30	GRAND AMPHI	AMPHI LAPRADE	AMPHI L. AUBRAC	AMPHI J-B. SAY	AMPHI JABOULAY	ROOM D201	ROOM D101
12h30	Language development from the lens of crosslinguistic variation: A symposium in honor of Ayhan Aksu-Koç (Festschrift) Nihan Ketrez	Constraints on the acquisition of sociolinguistic variation in monolingual and multilingual contexts Véronique Lacoste	Narrative abilities in bilingual children with typical and atypical development Elisabeth D. Peña	Individual differences in word learning: predictors and associates across the lifespan Katie Alcock	Beyond words and between the lines: Pragmatic skills acquisition and development from a lifespan perspective Jamila Hattouti	Acquisition of Complex Predicates in Sahulian Indigenous Languages Hannah Sarvasy	Song and Prosody for Early Language Acquisition Tineke Snijders
14h00	Lunch break				AMPHI J-B. SAY IASCL Business Meeting		
16h00	Understanding language development at multiple levels of bioecological explanation: Child, family, society and developmental change Cristina Mckean	An exploration of parent-child interaction therapy Margo Zwitserlood	Bookreading interactions at home and at school: Promoting narrative production and comprehension Angeliki Nicolopoulou	Multiple perspectives on mechanisms of lexical acquisition Imai Mitsumi	Children's Understanding and Use of Sociolinguistic Variation in Language Acquisition Laura Wagner, Cynthia Clopper	Methodological considerations for studying on-line sentence processing in children using event-related potentials Carmen Kung	The importance of early experience for language development: The role of phonological working memory Fred Genesee
16h30	ZONE 1 TO 5 Poster session 2/3						
18h00							





WEDNESDAY, JULY 19TH

SYMPOSIA

 9H00 → 10H00

GRAND AMPHI

PLENARY TALK

Sex and Stability in Early Child Language

Marc H. Bornstein

Two enduring features of early child language are moderation by gender and stability of performance over time. In this talk I address both. First, many reports indicate that girls outperform boys in language, but on what measures, under what conditions, and for how long in development are still open questions. Second, I draw on several large scale, prospective, longitudinal studies to explore stability of individual differences in multiple age-appropriate multi-source measures of child language from infancy through adolescence. I also document the robustness of stability in language development across child language, gender, birth status, ethnicity, and socioeconomic class. These considerations of sex and stability lead to concrete recommendations concerning early intervention to improve lagging language in young children and consequences for child mental health.

 10H00 → 10H30



COFFEE BREAK

 10H30 → 12H30

GRAND AMPHI

SYMPOSIUM

Language development from the lens of crosslinguistic variation: A symposium in honor of Ayhan Aksu-Koç

CONVENER: Nihan Ketrez, Bilgi University
Aylin Küntay, Koc University
Şeyda Özçalışkan, Georgia State University
Aslı Özyürek, University of Radboud & MPI4

PRESENTATION 1

A Turkish window onto child language acquisition

Dan Slobin, University of California, Berkeley, U.S.A.

PRESENTATION 2

Language acquisition within a cross-linguistic perspective

Ruth A. Berman, Israel Academy of Science and Humanities, Israel

PRESENTATION 3

Evidentiality in Turkish

Çagla Aydın, Sabancı University, Turkey

PRESENTATION 4

Successes and difficulties facing crosslinguistic language acquisition research

Elena Lieven, University of Manchester, U.K.

PRESENTATION 5

Narrative development from a crosslinguistic perspective

Ageliki Nicolopoulou, Lehigh University, U.S.A

🕒 10H30 → 12H30

AMPHI LAPRADE

SYMPOSIUM

Constraints on the acquisition of sociolinguistic variation in monolingual and multilingual contexts

CONVENER: Véronique Lacoste, Université Lumière Lyon2, France
Jean-Pierre Chevrot Université Grenoble Alpes, France

PRESENTATION 1

Caregiver contrasts: How does input constrain output in the acquisition of sociolinguistic variation?

Mercedes Durham, Cardiff University, U.K.
Jennifer Smith, University of Glasgow, U.K.

PRESENTATION 2

Contact-induced constraints on the acquisition of phonological length contrast by Lebanese Arabic-speaking children

Ghada Khattab, Newcastle University, U.K.
Jalal Al-Tamimi, Newcastle University, U.K.

PRESENTATION 3

Acquiring constraints on variable morphosyntax: SV-VS word order in child Spanish

Naomi L. Shin, University of New Mexico, U.S.A.

PRESENTATION 4

Social and Linguistic Constraints on the Acquisition of Sociolinguistic Variation: The Use of Verbal Prefix Nge- in Jakarta

Bernadette Kushartanti, Universitas Indonesia, Indonesia

PRESENTATION 5

Variation in a language contact situation: Pragmatic constraints on children's use of multilingual resources in dyadic and multiparty interactions in Veneto (Italy)

Anna Ghimenton, Université Lumière Lyon 2, France

🕒 10H30 → 12H30

AMPHI LUCIE AUBRAC

SYMPOSIUM

Narrative abilities in bilingual children with typical and atypical development

CONVENER: Elizabeth D. Peña, The University of Texas at Austin, U.S.A.

DISCUSSANT: Aquiles Iglesias

PRESENTATION 1

Language experience and story grammar in bilingual children with and without PLI

Lisa M. Bedore, The University of Texas at Austin, U.S.A.
Elizabeth D. Peña, The University of Texas at Austin, U.S.A.
Mirza Lugo-Neris, The University of Texas at Austin, U.S.A.
Christine Fiestas, Texas A&M University, Kingsville, U.S.A.

PRESENTATION 2

Narrative Macro and Microstructure in School-Age Children: Differences in Performance in Spanish and English

Mirza Lugo-Neris, The University of Texas at Austin, U.S.A.
Elizabeth D. Peña, The University of Texas at Austin, U.S.A.
Lisa M. Bedore, The University of Texas at Austin, U.S.A.
Zenzi Griffin, The University of Texas at Austin, U.S.A.

PRESENTATION 3

Narrative Abilities in English L2 learners with and without Specific Language Impairment

Krithika Govindarajan, University of Alberta, Canada
Johanne Paradis, University of Alberta, Canada

PRESENTATION 4

Bilinguals with ASD or with SLI: Can narratives describe their difference?

Ianthi Maria Tsimpli, University of Cambridge, U.K.
Eleni Peristeri, Aristotle University of Thessaloniki, Greece

🕒 10H30 → 12H30

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Individual differences in word learning: predictors and associates across the lifespan

CONVENER: Katie Alcock, Department of Psychology, Lancaster University, U.K.

PRESENTATION 1

Individual differences in segmentation longitudinally predict vocabulary growth

Evan Kidd, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia

Tara Spokes, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia

Seamus Donnelly, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia

Caroline Junge, Utrecht University, The Netherlands

Anne Cutler, The Australian National University and Western Sydney University, Australia

PRESENTATION 2

Semantic structure influences real-time word recognition in 18-month-olds

Arielle Borsoi, Florida State University, U.S.A.

Ryan Peters, Florida State University, U.S.A.

PRESENTATION 3

Gesture screening in young infants: Highly sensitive to risk factors for communication delay

Katie Alcock, Department of Psychology, Lancaster University, U.K.

Victoria Brelsford, School of Psychology, University of Lincoln, U.K.

Anna Christopher, Department of Psychology, Lancaster University, U.K.

Janine Just, School of Psychology, University of Lincoln, U.K.

Kerstin Meints, School of Psychology, University of Lincoln, U.K.

Caroline Rowland, Institute of Psychology Health and Society, University of Liverpool U.K. & Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 4

Child-adult differences in artificial language learning: Evidence from the cross-situational learning paradigm

Patrick Rebuschat, Department of Linguistics and English Language, Lancaster University, U.K.

Padraic Monaghan, Department of Psychology, Lancaster University, U.K.

PRESENTATION 5

Quality not quantity in caregiver speech: Why lexical diversity provides a better learning environment than raw exposure to language

Gary Jones, Division of Psychology, Nottingham Trent University, U.K.

Caroline Rowland, Institute of Psychology Health and Society, University of Liverpool, U.K. and Max Planck Institute for Psycholinguistics, The Netherlands

🕒 10H30 → 12H30

AMPHI JABOULAY

SYMPOSIUM

Beyond words and between the lines: Pragmatic skills acquisition and development in a lifespan perspective

CONVENER: Jamila Hattouti, Université de Poitiers, Centre de Recherches sur la Cognition et l'Apprentissage (CeRCA – UMR 7295), France

PRESENTATION 1

When do we begin to produce irony? A developmental study in adolescents

Marc Aguert, Université de Caen Normandie, Laboratoire de Psychologie de Caen Normandie (LPCN)

Virginie Laval, Université de Poitiers, Centre de Recherches sur la Cognition et l'Apprentissage (CeRCA – CNRS)

PRESENTATION 2

Understanding the idiomatic expressions in a lifespan perspective

Mélissa Burgevin, CRPCC, Université Rennes 2

Agnès Lacroix, CRPCC, Université Rennes 2

Audrey Noël, CRPCC, Université Rennes 2

PRESENTATION 3

"To cut the mustard": Pragmatic abilities underlying idiom comprehension in Asperger Syndrome or High-Functioning Autism

Jamila Hattouti, University of Poitiers, CeRCA & CNRS (UMR 7295)

Sandrine Gil, University of Poitiers, CeRCA & CNRS (UMR 7295)

Virginie Laval, University of Poitiers, CeRCA & CNRS (UMR 7295)

PRESENTATION 4

Figurative language comprehension in children with specific language impairment in relation with conversational perspective-taking and theory of mind abilities

Christelle Declercq, Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne, France

Vincine Bertot, 1 Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne & Unité de neurologie pédiatrique, CHU de Reims, France

Sandrine Le Sourn-Bissaoui, Centre de recherches en psychologie, cognition et communication, EA 1285, Université de Rennes 2, France

Stéphanie Caillies, Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne, France

PRESENTATION 5

The Neural Basis of Metaphor Comprehension: Examining the Contributions of the Left and Right Cerebral Hemispheres

Natalie A. Kacinik, Brooklyn College, & The Graduate Center, City University of New York, U.S.A.

🕒 10H30 → 12H30

ROOM D201

SYMPOSIUM

Acquisition of Complex Predicates in Sahulian Indigenous Languages

CONVENER: Hannah Sarvasy, Australian National University, Australia

PRESENTATION 1

Learning Murrinhpatha complex predicates: the role of input

Rachel Nordlinger, University of Melbourne, Australia
William Forshaw, OLSH Thamarrurr School Wadeye, Australia
Barbara Kelly, University of Melbourne, Australia

PRESENTATION 2

Syntactic complexity equals morphological simplification in Nungon child-directed speech

Hannah Sarvasy, Australian National University, Australia

PRESENTATION 3

Structural congruence as a conditioning factor in Ku Waru child language acquisition

Alan Rumsey, Australian National University, Australia
Francesca Merlan, Australian National University, Australia

PRESENTATION 4

Acquisition of Qaqet complex verbs

Birgit Hellwig, Universität zu Köln, Germany

PRESENTATION 5

Acquisition of complex predicates in Pitjantjatjara

Rebecca Defina, University of Melbourne, Australia

🕒 10H30 → 12H30

ROOM D101

SYMPOSIUM

Song and Prosody for Early Language Acquisition

CONVENER: Tineke Snijders, Max Planck Institute for Psycholinguistics, Nijmegen; Donders Institute for Brain, Cognition and Behaviour, Centre for Cognitive Neuroimaging, Radboud University, Nijmegen, The Netherlands

Titia Benders, ARC Centre of Excellence in Cognition and its Disorders; Department of Linguistics, Macquarie University, North Ryde, Australia

PRESENTATION 1

Infants' recognition of phrases in song and speech

Laura Hahn, Centre for Language Studies, Radboud University, Nijmegen

Titia Benders, ARC Centre of Excellence in Cognition and its Disorders; Department of Linguistics, Macquarie University, North Ryde, Australia

Tineke Snijders, Max Planck Institute for Psycholinguistics, Nijmegen; Donders Institute for Brain, Cognition and Behaviour, Centre for Cognitive Neuroimaging, Radboud University, Nijmegen, The Netherlands

Paula Fikkert, Centre for Language Studies, Radboud University, Nijmegen, The Netherlands

PRESENTATION 2

Segmentation of words from song in 10-month-old infants

Tineke Snijders, Max Planck Institute for Psycholinguistics, Nijmegen; Donders Institute for Brain, Cognition and Behaviour, Centre for Cognitive Neuroimaging, Radboud University, Nijmegen, The Netherlands

Titia Benders, ARC Centre of Excellence in Cognition and its Disorders; Department of Linguistics, Macquarie University, North Ryde, Australia

Paula Fikkert, Centre for Language Studies, Radboud University, Nijmegen, The Netherlands

PRESENTATION 3

When high pitch matters most: Evidence for a pitch-driven segmentation mechanism

Katharina Zahner, University of Konstanz, Department of Linguistics, Germany

Muna Schönhuber, University of Konstanz, Department of Linguistics, Germany

Janet Grijsenhout, University of Konstanz, Department of Linguistics, Germany

Bettina Braun, University of Konstanz, Department of Linguistics, Germany

PRESENTATION 4

Nine-month-old infants' neural oscillatory entrainment to sung nursery rhymes exceeds their parents'

Victoria Leong, Department of Psychology, University of Cambridge, UK; Nanyang Technological University, Singapore

Elizabeth Byrne, Medical Research Council Cognition and Brain Sciences Unit, Cambridge, U.K.

Kaili Clackson, Department of Psychology, University of Cambridge, U.K.

Naomi Harte, University of East London, U.K.

Sarah Lam, Department of Psychology, University of Cambridge, U.K.

Kaya de Barbaro, Georgia Institute of Technology, U.S.A.

Sam Wass, Department of Psychology, University of Cambridge, U.K.; University of East London, U.K.

PRESENTATION 5

Why we should take rhythm and working memory into account when investigating grammar skills in children

Reyna L. Gordon, Department of Otolaryngology, Vanderbilt University Medical Center; Program for Music, Mind & Society at Vanderbilt, U.S.A.

Scott D. Blain, Department of Psychology, University of Minnesota; Program for Music, Mind & Society at Vanderbilt, U.S.A.

J. Devlin McAuley, Department of Psychology, Michigan State University, U.S.A.

🕒 12H30 → 14H00



LUNCH BREAK

🕒 12H30 → 14H00

GRAND AMPHI

IASCL Business Meeting

🕒 14H00 → 16H00

GRAND AMPHI

SYMPOSIUM

Title of symposium: Understanding language development at multiple levels of bioecological explanation: Child, family, society and developmental change

CONVENER: Cristina McKean, Newcastle University, U.K. & Murdoch Children's Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia

PRESENTATION 1

Brain structure in children with speech and language impairments: A voxel based morphometry study

Lauren Pigdon, Murdoch Children's Research Institute, VIC, Australia; Monash University, Australia

Catherine Willmott, Monash University, Australia

Gina Conti-Ramsden, University of Manchester, UK

Sheena Reilly, Murdoch Children's Research Institute, VIC, Australia; Griffith University, QLD, Australia

Alan Connelly, University of Melbourne, Australia; Florey Institute of Neuroscience and Mental Health, VIC, Australia

Christian Gaser, University of Jena, Germany

Angela Morgan, Murdoch Children's Research Institute VIC, Australia; University of Melbourne, Australia

PRESENTATION 2

Predicting different quantiles of language outcome at eleven years

James Law, Newcastle University, U.K.

Robert Rush

Thomas King, Newcastle University, U.K.

Elizabeth Westrupp, LaTrobe University, VIC, Australia

Sheena Reilly, Murdoch Children's Research Institute, VIC, Australia; Griffith University, QLD, Australia

PRESENTATION 3

Language outcomes at 7 years: early predictors and co-occurring difficulties in literacy, social-emotional and behavioural difficulties and Quality of Life (QoL)

Laura Conway, Murdoch Children's Research Institute, VIC, Australia; University of Melbourne, VIC, Australia
Cristina McKean, Newcastle University, U.K. & Murdoch Children's Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia

Sheena Reilly, Murdoch Children's Research Institute, VIC, Australia; Griffith University, QLD, Australia

Edith L. Bavin, La Trobe University, VIC, Australia

Lesley Bretherton, Murdoch Children's Research Institute, VIC, Australia; University of Melbourne, VIC, Australia

Eileen Cini, Murdoch Children's Research Institute, VIC, Australia

Fallon Cook, Murdoch Children's Research Institute, Australia

Patricia Eadie, University of Melbourne, VIC, Australia

Margot Prior, University of Melbourne, VIC, Australia

Melissa Wake, Murdoch Children's Research Institute, VIC, Australia; University of Auckland, NZ

Fiona, K. Mensah, Murdoch Children's Research Institute, VIC Australia

PRESENTATION 4

Subgroups in language trajectory from 4 to 11 years: the nature and predictors of stable, improving and declining language trajectory groups

Cristina McKean, Newcastle University, U.K. & Murdoch Children's Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia

Darren Wraith, Queensland University of Technology, Australia

Patricia Eadie

Fiona K. Mensah, Murdoch Children's Research Institute, VIC Australia

Fallon Cook, Murdoch Children's Research Institute, Australia

Sheena Reilly, Murdoch Children's Research Institute, VIC, Australia; Griffith University, QLD, Australia

PRESENTATION 5

Levers for language growth: characteristics and predictors of language trajectories between 4 and 7 years

Cristina McKean, Newcastle University, U.K. & Murdoch Children's Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia

Fiona K. Mensah, Murdoch Children's Research Institute, VIC Australia

Patricia Eadie, Edith L. Bavin

Lesley Bretherton, Eileen Cini

Sheena Reilly, Murdoch Children's Research Institute, VIC, Australia; Griffith University, QLD, Australia

🕒 14H00 → 16H00

AMPHI LAPRADE

SYMPOSIUM

An exploration of parent-child interaction therapy

CONVENER: Margo Zwitserlood, Pento Center for Audiology, Department of Speech and Language disorders, Zangvogelweg, The Netherlands

PRESENTATION 1

A critical analysis of the evidence basis of parent-child interaction therapy (PCIT)

Sam Harding, Bristol Speech & Language Therapy Research Unit, U.K.

Juliet Goldbart, Manchester Metropolitan University, U.K.

PRESENTATION 2

Speech & language therapists' perceptions of parents' engagement in parent-child interaction therapy

Inge Klatte, University of Applied Sciences, Utrecht, The Netherlands

PRESENTATION 3

Changes in parents' conceptions of roles during their children's speech and language intervention

Karen Davies, University of Manchester, U.K.

PRESENTATION 4

Parental feedback in parent-child interaction therapy

Margo Zwitserlood-Nijenhuis, Pento Center for Audiology, Department of Speech and Language disorders, Zangvogelweg, The Netherlands

Catharina Wiefferink, Dutch Foundation for the deaf and hard of hearing child, The Netherlands

🕒 14H00 → 16H00

AMPHI LUCIE AUBRAC

SYMPOSIUM

Bookreading interactions at home and at school: Promoting narrative production and comprehension

CONVENER: Ageliki Nicolopoulou, Lehigh University, U.S.A

DISCUSSANT: Catherine Snow, Harvard University, U.S.A

PRESENTATION 1

Latino Mothers' Language Input during Wordless Book Sharing and Children' Narrative Skills

Gigliana Melzi, New York University, U.S.A.

Adina Schick, New York University, U.S.A.

Viviana Cawas, New York University, U.S.A.

PRESENTATION 2

The Benefits of Bookreading Experiences in Early Childhood

Catherine S. Tamis-LeMonda, New York University, U.S.A.

Rufan Luo, Temple University, U.S.A.

PRESENTATION 3

Interactive Bookreading: Promoting Inferential Talk and Narrative Comprehension

Ageliki Nicolopoulou, Lehigh University, U.S.A.
Kathryn Leech, Harvard University, U.S.A.

PRESENTATION 4

Book-based interventions support young bilinguals' narrative and perspective-taking skills

Vibeke Grøver, University of Oslo, Norway
Veslemoy Rydland, University of Oslo, Norway

🕒 14H00 → 16H00

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Multiple perspectives on mechanisms of lexical acquisition

CONVENER: Imai Mitsumi, Keio university, Japan

PRESENTATION 1

Contrast and Convention in Meaning Acquisition

Eve Clark, Stanford University, U.S.A.

PRESENTATION 2

Building a better event: How language highlights force dynamics

Nathan R. George, Adelphi University, U.S.A.
Kathy Hirsh-Pasek, Temple University, U.S.A.
Roberta M. Golinkoff, University of Delaware, U.S.A.

PRESENTATION 3

Comparison can help children align elements of events, and subevents, when learning new verbs

Jane, B. Childers, Trinity University, U.S.A.
Typler Howard, Trinity University, U.S.A.
Megan Dolan, Trinity University, U.S.A.
Howard Smith, University of Texas at San Antonio, U.S.A.

PRESENTATION 4

The role of contrast in constructing the color lexicon: from the initial mapping to later boundary delineation

Mutsumi Imai, Keio University, Japan
Noburo Saji, Kamakura Women's University, Japan
Michiko Asano, Rikkyo University, Japan
Masato Ohba, Keio University, Japan

🕒 14H00 → 16H00

AMPHI JABOULAY

SYMPOSIUM

Children's Understanding and Use of Sociolinguistic Variation in Language Acquisition

CONVENER AND DISCUSSANTS:

Laura Wagner, Ohio State University, U.S.A.
Cynthia G. Clopper, Ohio State University, U.S.A.

PRESENTATION 1

Examining the development of sociolinguistic competence across the lifespan

Elizabeth A. McCullough, University of Washington, U.S.A.

PRESENTATION 2

"No Mummy, it's a b[ɑ:]th not a b[æ]th!"
The effects of language background and exposure on the processing of accented speech by monolingual and bilingual children

Bronwen G. Evans, University College London, U.K.

PRESENTATION 3

Children's dialect and foreign-accent perception in noise

Rachael Frush Holt, Ohio State University, U.S.A.
Tessa Bent, Indiana University, U.S.A.
Katherine Miller, Ohio State University, U.S.A.
Akemi Jones, Ohio State University, U.S.A.

PRESENTATION 4

Multidialectal toddlers use of the Mutual Exclusivity in novel word learning

Samantha Durrant, University of Liverpool, U.K.
Claire Delle Luche, University of Essex, U.K.
Paul Ratnage, Plymouth University, U.K.
Caroline Floccia, Plymouth University, U.K.

🕒 14H00 → 16H00

ROOM D201

SYMPOSIUM

Methodological considerations for studying on-line sentence processing in children using event-related potentials

CONVENER: Carmen Kung, Macquarie University, Australia

DISCUSSANT: Katherine Demuth, Macquarie University, Australia

PRESENTATION 1

Morphosyntactic event-related potential development in children: A review

Émilie Courteau, University of Montreal, Canada
Phaedra Royle, University of Montreal, Canada

PRESENTATION 2

The neural correlates of gender and semantic processing in children: Age and proficiency effects

Lauren A. Fromont, University of Montreal, Canada
Karsten Steinhauer, McGill University, Canada
Phaedra Royle, University of Montreal, Canada

PRESENTATION 3

Perceptual salience and the processing of subject-verb agreement in 8-11 year-old English-speaking children: Evidence from ERPs

Sithembinkosi Dube, Macquarie University, Australia
Carmen Kung, Macquarie University, Australia
Jon Brock, Macquarie University, Australia
Katherine Demuth, Macquarie University, Australia

PRESENTATION 4

Children do not use subvocal prosody to process comma: Evidence from concurrent recording of eye movements and event-related potentials

Elaine Schmidt, University of Cambridge, U.K.
Carmen Kung, Macquarie University, Australia
Peter de Lissa, University of Fribourg, Switzerland
Anne Castles, Macquarie University, Australia
Sachiko Kinoshita, Macquarie University, Australia
Blake Johnson, Macquarie University, Australia
Katherine Demuth, Macquarie University, Australia

🕒 14H00 → 16H00

ROOM D101

SYMPOSIUM

The importance of early experience for language development: the role of phonological working memory

CONVENER: Fred Genesee, McGill University, Canada

PRESENTATION 1

Internationally-adopted children: a special case of delayed language input

Fred Genesee, McGill University, Canada

PRESENTATION 2

The impact of input quality on early sign language development

Gary Morgan, City University, London, U.K.

PRESENTATION 3

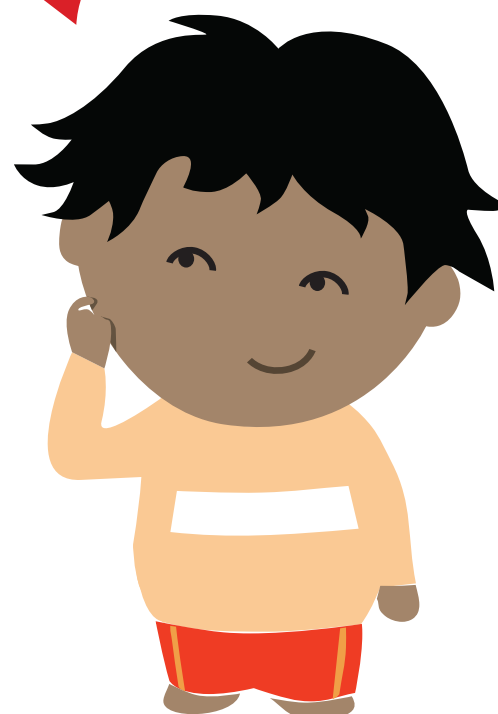
Early language experience, verbal memory and later language outcomes in bilingual immigrant children

Elma Blom, Utrecht University, The Netherlands

PRESENTATION 4

Internationally adopted and bilingual children: evidence from neuroimaging

Lara Pierce, Boston Children's Hospital/Harvard Medical School, U.S.A.



ZONE 1

- 1. Development of fine motor skills is associated with eventual diagnosis and language in infants at high risk for autism spectrum disorder** - April Boin Choi, Kathryn Leech, Helen Tager-Flusberg, Charles Nelson
- 2. Comprehension of Pronouns and Non-active Morphology in Cypriot-Greek-Speaking Children with ASD** - Christina Yiannapi, Vicky Chondrogianni
- 3. Statistical Patterns and Rhyme Awareness in Children with Cochlear Implants** - Linye Jing, Katrien Vermeire, Christina Reuterskiöld
- 4. The Role of Verb Semantics in Language Production in Children with SLI: An Eye Movements Study** - Llorenç Andreu, Spiros Christou, Nadia Ahufinger, Laura Ferinu, M. Jose Buj, Fernanda Pacheco, Mònica Sanz-Torrent
- 5. Navigation and Cognition: From Complex Populations to Organizational Methods** - Manon Robillard, Alexandra Albert, Sarah Blakely, Shawna Sterner
- 6. Executive function in monolingual and bilingual children with specific language impairment** - Maria Tsintavi, Christina Papaeliou, Maria Vlassopoulou
- 7. Finnish preterm children lag behind their full-term peers in narrative content at the age of 5-6 years. Preliminary findings** - Sonja Alantie, Anna-Maija Korpjiaakko-Huuhka, Anneli Yliherva
- 8. The prevalence and nature of speech, language and communication needs in long-term unemployed adults** - Victoria Joffe, Josephine Wallinger
- 9. How do Japanese adults and children use language to retrodict false belief events?** Hiromi Tsuji
- 10. Executive functions and eye fixation in children with Cochlear Implant** - Maria Fernanda Lara-Diaz, Silvia Rodriguez, Cindy Rivera
- 11. The evocative power of words for 9-month-old infants** - Sirri Louah, Vincent Reid, Eugenio Parise
- 12. Background variability supports early noun learning** - Katherine Twomey, Lizhi Ma, Gert Westermann
- 13. Understanding negation in Mandarin-Italian bilingual school-aged children** - Shenai Hu, Gaetano Fiorin, Maria Vender, Denis Delfitto
- 14. Input and interaction across cultures** - Cameron-Faulkner Thea, Ludovica Serratrice, Elena Lieven
- 15. Associations between Language and Social Competence** - Daniela Buehler, Stephanie Stokes, Thomas Klee, Andrea Dohmen
- 16. Preschoolers' bilingualism and their social-emotional wellbeing: the case of Singapore** - He Sun
- 17. Two social worlds of children: Peer-to-peer vs. Mother-child discussions on moral dilemmas** - Maria Mammen, Bahar Koymen, Michael Tomasello
- 18. Socioeconomic status as an important predictor of narrative competence in monolingual and bilingual four-year olds' frog stories** - Neriman Dobek, Verena Blaschitz, Monika Boniecki, Katharina Korecky-Kröll, Kumru Uzunkaya-Sharma, Wolfgang U. Dressler
- 19. Processing dialect variability in middle childhood** - Zack Jones
- 20. An overview of the quality of interactions in Belgian pre-kindergarten classrooms** - Sandrine Leroy, Lisandre Bergeron-Morin, Lise Desmottes, Caroline Bouchard, Christelle Maillart
- 21. On the role of prosody in atypical phonological development: data from European Portuguese** - Ana Ramalho, Cristiane Lazzarotto Volcao, Maria Freitas
- 22. Patterns of Morphological Error in Neurodevelopmental Disorders: Evidence from Cross-syndrome Comparisons of Williams, Down, and Fragile X Syndromes** - Eliseo Diez-Itza, Maite Fernández-Urquiza, Aránzazu Antón, Verónica Martínez, Donna Jackson-Maldonado, Brian MacWhinney
- 23. How early language acquisition difficulties affect interpersonal development during adolescence?** Eva Aguilar-Mediavilla, Lucia Buil-Legaz, Raül López-Penadés, Víctor Sánchez-Azanza, Daniel Adrover-Roig
- 24. Typically Developing vs. Atypically Developing Mandarin-English Bilingual Children's Acquisition of Syntax: A Case Study of Relative Clauses** - Hui-Yu Catherine Huang, Li Sheng
- 25. Pragmatic Profiles of Williams and Down Syndromes Narratives: Textual Coherence and Evaluative Language** - Maite Fernández-Urquiza, Martha Shiro, Aitana Viejo, Manuela Miranda, Eliseo Diez-Itza
- 26. Neural dynamics of automatic word processing in LI (HeISLI study)** - Miika Leminen, Alina Leminen, Sini Smolander, Eva Arkkila, Marja Laasonen, Teija Kujala
- 27. Effects of story complexity on mothers' decontextualized talk to preschoolers during shared-book reading** - Amber Muhinyi, Anne Hesketh, Caroline Rowland, Andrew Stewart
- 28. Preliminary associations between children's need for information and mothers' provision of information in task situations from 1 to 3 years of age** - Ima Maria Zambrana
- 29. The relationship between parental input and children's spontaneous use of adverbial clauses containing after, before, because, and if** - Laura de Ruiter, Anna Theakston, Silke Brandt, Elena Lieven
- 30. Why it helps to say it again: the beneficial effects of maternal recasting and expansion** - Nan Ratner, Jenna Poland, Rochelle Newman
- 31. Symbolic Play and Language Acquisition: a Naturalistic Longitudinal Study** - Noelle Creaghe, Sara Quinn, Evan Kidd
- 32. Index-finger pointing at 12 months predicts language skills until the age of 4 years** - Carina Lüke, Ute Ritterfeld, Angela Grimminger, Katharina Rohlfing, Ulf Liszkowski
- 33. How many words for 'vélo' do you know? Francophone children strongly apply mutual exclusivity** - Angélique Laurent, Elena Nicoladis

34. Sex differences in word variety in children's books - Carla Hudson Kam

ZONE 2

35. Towards investigating verb learnability properties in the input of socio-economically diverse children - Cynthia Pamela Audisio, Alejandrina Cristia

36. Developmental trends in the processing of German emotion terms - Daniela Bahn, Michael Vesker, Gudrun Schwarzer, Christina Kauschke

37. Variation in lexical and phonological development by Lebanese-Arabic-speaking children - Ghada Khattab

38. Lexical Development of Hebrew-Speaking Toddlers: Evidence from the Hebrew Web-CDI Norming Study - Hila Gendler Shalev, Esther Dromi

39. Mutual Relationships Between Word Repetition and Vocabulary in Dutch - Josje Verhagen, Jan Boom, Hanna Mulder, Elise de Bree, Leseman Paul

40. Social-emotional problems and competencies in toddlers: Relations to early vocabulary development - Leila Paavola-Ruotsalainen, Katariina Rantalainen, Sari Kunnari

41. Linking production to perception: evidence from Swedish toddlers matched for vocabulary size - Lena Renner, Ulla Sundberg, Marilyn Vihman, Tamar Keren-Portnoy

42. Socio-Emotional Predictors of Early Productive Vocabulary - Poliana Goncalves Barbosa, Elena Nicoladis

43. The usefulness of morphological frames for word categorization in Spanish child-directed speech: Evidence from early production - Sara Feijóo, Anna Amadó, Francesc Sidera, Elisabet Serrat

44. Self-Repair Timing of Lexical Problems in Children with Primary Language Impairment - Wendy Lara, Cecilia Rojas

45. Assessing early vocabulary in Southern Min - Yichun Kuo, Yi-Shi Hsu

46. Multiple patterns: 3 to 5-year-olds' ability to decline novel nouns in Estonian - Virve Vihman, Felix Engelman, Elena Lieven, Anna Theakston

ZONE 3

47. Speech and feeding development: A longitudinal study on Quebecois French-speaking children between 8 and 14 months - Leslie Lemarchand, Mélanie Canault, Sophie Kern, Andrea MacLeod

48. Comparison of vowel acoustics in children from the Northern and Midland regions of the United States - Alyssa Nelson, Cynthia Clopper

49. Moved to Thursday 20th number 103

50. Consonant and vowel processing in 5-, 8-, and 11-month-olds own name recognition: The role of acoustic/phonetic and lexical factors - Katie Von Holzen, Delphine Rider, Nazzi Thierry

51. Prosodic boundary perception in French: infant data and analysis of acoustic cues - Sandrien van Ommen, Natalie Boll-Avetisyan, Saioa Larraza, Caroline Wellmann, Bijeljac-Babic Ranka, Höhle Barbara, Nazzi Thierry

52. The referential chain construction of French-speaking children - Adeline Marceau

53. The relation between linguistic skills and problem behavior in preschoolers - Brigitta Keij, Loes Janssen, Jolien van der Graaff, Hannah De Mulder, Josje Verhagen, Hayo Terband

54. Communicative and non-communicative utterances in infants: study of some formal properties - Laura Vivas Fernández

ZONE 4

55. Children's scalar implicatures: comparing comprehension and production - Lyn Tieu

56. Relevance Inferencing in 3-year-olds: Real World Knowledge Matters - Nefeli Anagnostopoulou, Kirsten Abbot-Smith, Cornelia Schulze, Danielle Matthews

57. Identifying pragmatic triggers for multi-word expressions in children with complex developmental delays - Susan Foster-Cohen, Anne van Bysterveldt

58. Comprehension of relative clauses by Brazilian Portuguese-speaking children - Ana Cristina Baptista de Abreu, Christina Gomes

59. Acquisition of pronoun anaphoric expressions in a pro-drop language - Ana Matic, Melita Kovacevic, Marijan Palmovic

60. Comparing subject realization in French-speaking and Spanish-speaking young children at the grammatical and pragmatic interface - Anne Salazar Orvig, Haydée Marcos, Salma Nashawati

61. Acquisition of Imperative Mood in Pronoun-Reversing Children - Elena Gavruseva

62. The role of the child-directed speech in the acquisition of reflexive constructions in the Croatian language - Eva Pavlinušić, Gordana Hrzica

63. The case of the passive: comprehension in Romani-speaking children - Hristo Kyuchukov, Jill de Villiers

64. Digging up the building blocks of language: Age-of-Acquisition effects for multiword phrases - Inbal Arnon, Stewart McCauley, Morten Christiansen

65. The acquisition of dislocation structures : dialogue and interaction - Janina Klein

66. Preferred Argument Structure in Cree child and child-directed speech - Julie Brittain, Shanley Allen, Sara Acton

67. Cues to questionhood: Subject-verb inversion in child-directed speech - Maartje de Vries, Imme Lammertink, Marisa Casillas

68. Determiner's emergence in early French at the crossroads of phonology and pragmatics - Marine Le Mené, Naomi Yamaguchi













ZONE 5

- 69. The Effect of Givenness on Object Order in Croatian Monolingual Children** - Marta Velnic
- 70. Acquisition of Locative Utterances in L1 Norwegian: Structure-building via Lexical Learning** - Natalia Mitrofanova, Marit Westergaard
- 71. Late L1 Learners Acquire Simple but Not Syntactically Complex Structures** - Rachel Mayberry, Qi Cheng, Deniz Ilkbasaran, Matt Hall, Marla Hatrak
- 72. Why do L1 and L2 children fail to successfully comprehend OVS sentences?** - Valentina Cristante, Anja Binanzer, Andreas Bittner
- 73. A house for each fairy: A new drawing task examining distributive and collective meanings** - Einat Shetreet, Rama Novogrodsky
- 74. Factors associated with the early language development of New Zealand children** - Thomas Klee, Stephanie Stokes, Elaine Reese, Rune Jørgensen, Dorthe Bleses, William Gavin, Nuttanan Witchitaksorn
- 75. Supporting Low-Income Preschoolers' Academic Language Skills through Co-Constructive Elaborative Storytelling** - Adina Schick, Gigliana Melzi, Wuest Cassie, Lauren Scarola
- 76. A Randomized Controlled Trial of an At-Scale Language and Literacy Intervention in Childcares in Denmark** - Anders Højen, Dorthe Bleses
- 77. A longitudinal study of the predictors of reading in Chilean children from low and high socioeconomic backgrounds** - Jaime Balladares, Chloe Marshall, Yvonne Griffiths
- 78. Planning improves the quality and quantity of child and teacher language in the preschool classroom** - Katherine Strasser, Susana Mendive, Gabriela Barra, Michelle Darricades
- 79. An individual differences study on the semantic network, lexical access and reading comprehension in L1 and L2 children** - Tessa Spätgens, Rob Schoonen
- 80. Dissociation between Structural Case and Lexical Case: Evidence from Child Turkish** - Mine Nakipoglu, Begüm Avar, Melike Hendek
- 81. Nonword repetition by bilingual learners of German: The role of phonological complexity** - Angela Grimm, Julia Huebner, Valentina Cristante
- 82. Language and Literacy Trajectories of Spanish-English Bilingual Children Growing Up in the United States** - Carol Scheffner Hammer, Jessica Willard, Dana Bitetti
- 83. Comprehension of English Subject-Verb Agreement by Spanish-English Bilingual Preschoolers** - Isabelle Barriere, Katsiaryna Aharodnik, Sarah Kresh, Géraldine Legendre, Thierry Nazzi
- 84. On the relation between plural marking and gender assignment in L2 German** - Jana Gamper, Verena Wecker
- 85. Vocabulary comprehension and production in bilingual Swedish-German preschool children** - Josefin Lindgren, Ute Bohnacker
- 86. Fast mapping of verbs in mono- and multilingual children with and without SLI** - Katrin Skoruppa
- 87. Learning the sounds of a third language is easier for bilingual infants** - Leher Singh
- 88. Internal state lexicon in 30-month-old bilingual spontaneous speech** - Marta Shiro, Erika Hoff, Krystal Ribot
- 89. How do bilingual children with language impairment distribute words? A longitudinal exploration of Zipf's Law in the narratives of Spanish-English bilingual children with and without language impairment.** - Nahar Albudoor, Prarthana Shivabasappa, Elizabeth Peña, Lisa Bedore
- 90. First (L1) and second language (L2) performance in typically developing and language impaired children (HelSLI study)** - Sini Smolander, Marja Laasonen, Eva Arkkila, Pekka Lahti-Nuutila, Sari Kunnari
- 91. Narrative skills in Mandarin-English bilingual children** - Ying Hao, Lisa Bedore, Li Sheng, Elizabeth Pena
- 92. Learning proceeds without gesture — Successive reorganization of infant motor schemas during a post-learning nap** - **CANCELLED** Condaeta Friedrich
- 93. Gesturing literal and metaphorical motion events in children and adults** - Aysenur Hülägü, Duygu Özge
- 94. Perception of fricative contrasts by children with and without phonological disorder** - Larissa Berti, Elissa Cremasco, Livia Roque
- 95. How semantic organization of information in Long Term Memory (LTM) influences Working Memory (WM) recall in children from 6 to 12 years** - Carmen Belacchi, Beatrice Benelli, paola palladino
- 96. Children's Understanding of Gradable Adjectives: Are Emotions Relative or Absolute?** - Peter de Villiers
- 97. Empirical evidence in favor of continuity from gesture to sign: A comparison between deaf and hearing children labeling pictures** - Olga Capirci, Alessio Di Renzo, Tiziana Gulli, Francesca Lasorsa, Virginia Volterra



THURSDAY, JULY 20TH

OVERVIEW

	GRAND AMPHI PLENARY TALK: Language disorders: What do they tell us about child language development? Gina Conti-Ramsden						
	Coffee break						
 9h00	GRAND AMPHI						
 10h00	AMPHI LAPRADE						
 10h30	GRAND AMPHI	AMPHI LAPRADE	AMPHI L. AUBRAC	AMPHI J.-B. SAY	AMPHI JABOULAY	ROOM D201	ROOM D101
 12h30	Vocabulary delay in children receiving bilingual exposure? Measurement and identification considerations across different language pairs Daniela Gatt	Learning in SLI: from a neurocognitive and linguistic perspective Annette Scheper	The long and winding road to text quality: Cross-linguistic aspects of the developmental trajectory of text writing Anat Stavans	How do children build their early lexicon? Evidence from monolingual and bilingual toddlers. Claire Delle Luche	Processes underlying children's reference production Catherine Davies	Parental Estimates of Language Input to Multilingual Children: Methodological considerations and future directions. Leher Singh	Toward data-driven alternatives to the consensus model of infant phonetic learning Daniel Swingley
	Lunch break						
 14h00	AMPHI JABOULAY	ROOM D201	ROOM D101				
 16h00	Attending with my eyes, ears, and mouth: Language learning in monolingual and bilingual infants Adrian Garcia-Sierra	Helsinki longitudinal SLI study (HelSLI) – focus on vocabulary at multiple levels of analysis Marja Laasonen	Development and diversity of narrative-stance in typically developing and non-typically developing children's narratives Ayhan Aksu-Koç	Learning from Picturebooks: New Twists on a Familiar Tale Elaine Reese	Environmental effects in child language acquisition Anders Højen	The linguistic expression of causal relations in picture-based narratives: a focus on motion, emotion, and intention S. Armon-Loten, J. Kupersmitt	Perceptual language in child-caregiver interaction: Comparative perspectives and case studies from Australia and Papua New Guinea Lila San Roque
 16h30	ZONE 1 TO 5 Poster session 3/3						
 18h00	PALAIS DE LA BOURSE Gala Dinner						
 19h30							



THURSDAY, JULY 20TH

SYMPOSIA

🕒 9H00 → 10H00

GRAND AMPHI

PLENARY TALK

Language disorders: What do they tell us about child language development?

Gina Conti-Ramsden, University of Manchester, U.K.

Over three decades of research on language disorders have yielded a wealth of thought-provoking evidence regarding the nature and developmental course of language learning in children. In this talk I will discuss how key findings in language disorders help us further specify processes involved in children's language learning as well as help us clarify the role of oral language in other academic and developmental processes.

🕒 10H00 → 10H30



COFFEE BREAK

🕒 10H30 → 12H30

GRAND AMPHI

SYMPOSIUM

Vocabulary delay in children receiving bilingual exposure? Measurement and identification considerations across different language pairs

CONVENER: Daniela Gatt, University of Malta, Malta

PRESENTATION 1

Measuring lexical skills in bilingual toddlers : Linguistic input, total conceptual vocabulary and translation equivalent

Maria Cristina Caselli, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy

Daniela Onofrio, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy

Pasquale Rinaldi, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy

PRESENTATION 2

Can language delay and low amount of exposure to a language in early bilingualism be disentangled? The case of early Basque-Spanish bilinguals

Maria-José Ezeizabarrena, University of the Basque Country (UPV/EHU), Spain

Iñaki Garcia, University of the Basque Country (UPV/EHU), Spain

Margareta Almgren, University of the Basque Country (UPV/EHU), Spain

Andoni Barreña, University of Salamanca, Spain

PRESENTATION 3

Identifying delayed bilingual development in Maltese children: what do we know and what do we need to know?

Daniela Gatt, University of Malta, Malta

PRESENTATION 4

Does CDI performance predict later vocabulary skills in Polish-English bilingual children?

Joanna Kotak, Manchester University, University of Warsaw, Poland

Ewa Haman, University of Warsaw, Poland

Zofia Wodniecka, Jagiellonian University, Poland

Aneta Miękiś, University of Warsaw, Poland

🕒 10H30 → 12H30

AMPHI LAPRADE

SYMPOSIUM

Learning in SLI: from a neurocognitive and linguistic perspective

CONVENER: Annette Scheper, Royal Dutch Kentalis Academy; Behavioural Science Institute BSI, Radboud University, The Netherlands

PRESENTATION 1

Genomics of speech and language disorders: the next generation

Lot Snijders Blok, Department of Human Genetics, Radboud University Medical Center; Language & Genetics Department, Max Planck Institute for Psycholinguistics; Donders Institute for Brain, Cognition & Behaviour, Radboud University, Nijmegen, The Netherlands

PRESENTATION 2

Implicit learning in Specific Language Impairment

Constance Vissers, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

Fenny Zwart, Donders Institute for Brain, Cognition and Behaviour, Centre for Cognition, Radboud University Nijmegen, The Netherlands

PRESENTATION 3

Executive Function training in Specific Language Impairment

Juliane Cuperus, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

Brigitte Vugs, Behavioural Science Institute, Nijmegen; Maxima Medical Centre, Veldhoven, The Netherlands

Marc Hendriks, Radboud University Nijmegen; Academic Centre of Epileptology Kempenhaeghe, The Netherlands

Ludo Verhoeven, Behavioural Science Institute, Radboud University, Nijmegen; Royal Dutch Kentalis Academy, The Netherlands

PRESENTATION 4

Efficacy of intervention in SLI: interaction between narrative and executive functioning

Wendy Boelhouwer, Royal Dutch Kentalis; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

Annette Scheper, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands

Ludo Verhoeven, Behavioural Science Institute, Radboud University, Nijmegen Royal Dutch Kentalis Academy, The Netherlands

 10H30 → 12H30

AMPHI LUCIE AUBRAC

SYMPOSIUM

The long and winding road to text quality: Cross-linguistic aspects of the developmental trajectory of text writing

CONVENER: Anat Stavans, Beit Berl College, Israel

PRESENTATION 1

The relative contribution of oral and written abilities to the writing quality of Spanish speakers in the first years of primary school

Liliana Tolchinsky, University of Barcelona, Spain

PRESENTATION 2

The relative contribution of cognitive, linguistic and reading abilities to the writing quality of expository text structure in young Hebrew speaking school children

Anat Stavans, Beit Berl College, Israel

Batia Seroussi, Levinsky College, Israel

Sara Zadunaisky-Ehrlich, Beit Berl College, Israel

PRESENTATION 3

What do young children do when they are asked to plan to write a text?

Anna Llaurado, University College London, U.K.

Julie Dockrell, University College London, U.K.

Academic Language Proficiency predicts early adolescents' Writing Quality

Paola Uccelli, Harvard University, U.S.A.

Emily Phillips Galloway, Vanderbilt University, U.S.A.

PRESENTATION 5

Linguistic features of early written products in a consistent and an inconsistent orthography

Naymé Salas, Bangor University and Universitat Autònoma de Barcelona

Carvolas Markéta, Universitat Autònoma de Barcelona

🕒 10H30 → 12H30

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

How do children build their early lexicon? Evidence from monolingual and bilingual toddlers

CONVENER: **Claire Delle Luche**, University of Essex, U.K.

PRESENTATION 1

The building blocks of the early lexicon: Associative and taxonomic auditory priming in 15- and 18-month-olds

Caroline Floccia, Plymouth University, U.K.**Kim Plumkett**, University of Oxford, U.K.**C. Hills**,**Claire Delle Luche**, University of Essex, U.K.

PRESENTATION 2

The organisation of the bilingual lexicon: the impact of linguistic distance on semantic activation

Claire Delle Luche, University of Essex, U.K.**Rosa Kwok**, Coventry University, U.K.**Samantha Durrant**, University of Liverpool, U.K.**Janette Chow**, University of Oxford, U.K.**Kim Plunkett**, University of Oxford, U.K.**Caroline Floccia**, Plymouth University, U.K.

PRESENTATION 3

Translation facilitation effects in very young bilinguals

Diane Poulin-Dubois, Concordia University, Canada**Jackie Legacy**, Concordia University, Canada**Olivia Kuzyk**, Concordia University, Canada**Pascal Zesiger**, University of Geneva, Switzerland**Margaret Friend**, San Diego State University, U.S.A.

🕒 10H30 → 12H30

AMPHI JABOULAY

SYMPOSIUM

Processes underlying children's reference production

CONVENER: **Catherine Davies**, University of Leeds, U.K.DISCUSSANT: **Petra Hendriks**, University of Groningen, The Netherlands

PRESENTATION 1

Is children's referential informativeness driven by their visual scanning behaviour?

Catherine Davies, University of Leeds, U.K.**Helene Kreysa**, Friedrich-Schiller-Universität, Jena, Germany

PRESENTATION 2

How do children learn to avoid referential ambiguity? Evidence from eye tracking

Hugh Rabagliati, University of Edinburgh, U.K.**Alexander Robertson**, University of Edinburgh, U.K.

PRESENTATION 3

Do children with autism spectrum disorder take common ground into account during the production of referring expressions?

Louise Malkin, University of Kent, U.S.A.**Kirsten Abbot-Smith**, University of Kent, U.S.A.**David Williams**, University of Kent, U.S.A.**John Ayling**, University of Kent, U.S.A.

PRESENTATION 4

Cognitive interplay between syntax and discourse-pragmatics in language development: Preferred Argument Structure in English referential choice

Mary E. Hughes, Boston University, U.S.A**Shanley E. M. Allen**, University of Kaiserslautern, Germany

🕒 10H30 → 12H30

ROOM D201

SYMPOSIUM

Parental Estimates of Language Input to Multilingual Children: Methodological considerations and future directions

CONVENER: **Leher Singh**, National University of Singapore, Singapore

PRESENTATION 1

Comparing global and day-in-the-life estimates of language exposure

Krista Byers-Heinlein, Concordia University, Canada

PRESENTATION 2

Using Home Recordings to Confirm Parental Estimates of Language Exposure

Christopher Fennell, University of Ottawa, Canada**Stéphanie Monette**, University of Ottawa, Canada**Zeinab Kahin**, University of Ottawa, Canada

PRESENTATION 3

Relationships between parent estimates of language input to bilingual children and native language processing

Leher Singh, National University of Singapore, Singapore
Charlene Fu, National University of Singapore, Singapore
Tay Zhiwen, National University of Singapore, Singapore

PRESENTATION 4

Measuring multilingual exposure in infancy using the Multilingual Infant Language Questionnaire (MILQ)

Liquan Liu, University of Western Sydney, Australia
Rene Kager, University of Utrecht, The Netherlands

 10H30 → 12H30

ROOM D101

SYMPOSIUM

Toward data-driven alternatives to the consensus model of infant phonetic learning

CONVENER: Daniel Swingley, University of Pennsylvania, U.S.A.

PRESENTATION 1

Emergence of Korean infants' ability to discriminate the three-way stop contrasts: Contributions of initial biases and nature of input

Youngon Choi, Chung-Ang University, Seoul, Korea
Minji Nam, Chung-Ang University, Seoul, Korea
Minha Shin, Chung-Ang University, Seoul, Korea
Naoto Yamane, RIKEN Brain Science Institute, Tokyo, Japan
Reiko Mazuka, RIKEN Brain Science Institute, Tokyo, Japan

PRESENTATION 2

Language-specific speech perception effects modeled over massive datasets: a new test of the feasibility of distributional learning

Thomas Schatz, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, France
Emmanuel Dupoux, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 3

Quantifying structured variance in the signal across three large speech corpora

Christina Bergmann, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, France
Alejandrina Cristia, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 4

The role of the lexicon in infants' phonetic category learning: a new crosslinguistic comparison

Daniel Swingley, University of Pennsylvania, U.S.A.

 12H30 → 14H00



LUNCH BREAK

 14H00 → 16H00

GRAND AMPHI

SYMPOSIUM

Attending with my eyes, ears, and mouth: A multi-modal approach on language learning in monolingual and bilingual infants

CONVENER: Adrian Garcia-Sierra, University of Connecticut, U.S.A.

PRESENTATION 1

Sensorimotor influences to perception of native and non-native speech in infancy

Choi Dawoon, University of British Columbia, Canada
Alison Bruderer, University of British Columbia, Canada
Janet Werker, University of British Columbia, Canada

PRESENTATION 2

Read from my lips, learn from my eyes: Impact of early bilingualism on infants' ability to learn from talking faces

Matilthe Fort, Universitat Pompeu Fabra, Spain
Alba Ayneto-Gimeno, Universitat Pompeu Fabra, Spain
Anira Escrichs, Universitat Pompeu Fabra, Spain
Núria Sebastián-Gallés, Universitat Pompeu Fabra, Spain

PRESENTATION 3

Hear my voice learn from attending: non-native speech perception bilingual infants

Adrian Garcia-Sierra, University of Connecticut, U.S.A
Nairan Ramirez-Esparza, University of Connecticut, U.S.A
Patricia K. Kuhl, University of Washington, U.S.A

PRESENTATION 4

Look Who's Talking NOW! Parentese Speech, Social Context and Language Development Across Time

Nairan Ramirez-Esparza, University of Connecticut, U.S.A.
Adrian Garcia-Sierra, University of Connecticut, U.S.A.
Patricia K. Kuhl, University of Washington, U.S.A.

🕒 14H00 → 16H00

AMPHI LAPRADE

SYMPOSIUM

Helsinki longitudinal SLI study (HeISLI) – focus on vocabulary at multiple levels of analysis

CONVENER: Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

DISCUSSANT: James Law, Newcastle University, UK

PRESENTATION 1

Receptive and expressive vocabulary in typically developing and language impaired first and second language (L2) learners - emphasis on exposure and age effects (HeISLI study)

Sini Smolander, Helsinki University Hospital, University of Oulu, Finland

Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

Eva Arkkila, Helsinki University Hospital, Finland

Pekka Lahti-Nuutila, Helsinki University Hospital, University of Helsinki, Finland

Sari Kunnari, University of Oulu, Finland

PRESENTATION 2

Nonword repetition skills in monolingual and bilingual children with and without language impairment (HeISLI Study)

Sari Kunnari, University of Oulu, Finland

Sini Smolander, Helsinki University Hospital, University of Oulu, Finland

Pekka Lahti-Nuutila, Helsinki University Hospital, University of Helsinki, Finland

Eva Arkkila, Helsinki University Hospital, Finland

Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

PRESENTATION 3

Relations between nonverbal serial short-term memory and vocabulary in typical and impaired language acquisition (HeISLI study)

Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

Pekka Lahti-Nuutila, Helsinki University Hospital, University of Helsinki, Finland

Sini Smolander, Helsinki University Hospital, University of Oulu, Finland

Eva Arkkila, Helsinki University Hospital, Finland

Iida Porokuokka, University of Jyväskylä, Finland

Elisabet Service, McMaster University, Canada

PRESENTATION 4

Neural memory trace formation for complex words in L1: an EEG study (HeISLI Study)

Miika Leminen, Helsinki University Hospital, University of Helsinki, Finland

Alina Leminen, University of Helsinki, Finland

Sini Smolander, Helsinki University Hospital, University of Oulu, Finland

Eva Arkkila, Helsinki University Hospital, Finland

Teija Kujala, University of Helsinki, Finland

Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

🕒 14H00 → 16H00

AMPHI LUCIE AUBRAC

SYMPOSIUM

Development and diversity of narrative-stance in typically developing and non-typically developing children's narratives

CONVENER: Ayhan Aksu-Koç, Bogaziçi University, Istanbul, Turkey

PRESENTATION 1

Narrative stance and subjectivity in early storytelling

Martha Shiro, Universidad Central of Venezuela, Venezuela

Ageliki Nicolopoulou, Lehigh University, U.S.A

Hande Ilgaz, Bilkent University, Ankara, Turkey

PRESENTATION 2

Cognitive and linguistic strategies in English, Greek and Turkish children's narratives

Ayhan Aksu-Koç, Bogaziçi University, Istanbul, Turkey

Ageliki Nicolopoulou, Lehigh University, U.S.A.

Eleni Peristeri, Aristotle University of Thessaloniki, Greece

PRESENTATION 3

Perspective shifts in character reference in narration: A comparison between children with typical development and High Functioning Autism

Ianthi Tsimpli, University of Cambridge, U.K.

Maria Andreou, University of Cologne, Germany

Eleni Peristeri, Aristotle University of Thessaloniki, Greece

PRESENTATION 4

Telling stories across gesture and speech by children with autism and with typical development

Seyda Ozcaliskan, Georgia State University, U.S.A.
Lauren, B. Adamson, Georgia State University, U.S.A.
Melinda Reed, Georgia State University, U.S.A.
Stephanie Baumann, Georgia State University, U.S.A.

🕒 14H00 → 16H00

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Learning from Picturebooks: New Twists on a Familiar Tale

CONVENER: Elaine Reese, University of Otago, Department of Psychology, New Zealand

PRESENTATION 1

Print or electronic picture books? Pitfalls and advantages for young children’s learning

Patricia A. Ganea, University of Toronto, Ontario Institute for Studies in Education, Canada
Gabrielle A. Strouse, University of South Dakota, Counseling and Psychology in Education, U.S.A.

PRESENTATION 2

A picture inspires a thousand words at the Eric Carle Museum of Picture Book Art’s family literacy program

Alison Sparks, Amherst College, Psychology Department, U.S.A.

PRESENTATION 3

Shared Reading in High-Risk Households: Predictors and Trade-Offs

Laura Justice, The Ohio State University, College of Education and Human Ecology, U.S.A.
Kiren Khan, The Ohio State University, College of Education and Human Ecology, U.S.A.
Kelly Purtell, The Ohio State University, Institute for Population Research, U.S.A.

PRESENTATION 4

Weaving Together Books and Life: Incorporating Reminiscing into Shared Book Reading

Elaine Reese, University of Otago, Department of Psychology, New Zealand
Laura Gilkison, University of Otago, Department of Psychology, New Zealand
Olivia Jennison, University of Otago, Department of Psychology, New Zealand
Elizabeth Schaugency, University of Otago, Department of Psychology, New Zealand

🕒 14H00 → 16H00

AMPHI JABOULAY

SYMPOSIUM

Environmental effects in child language acquisition

CONVENER: Anders Højen, Aarhus University, Denmark

PRESENTATION 1

Process quality in Danish daycares serving children zero to five and associations with language and pre-literacy outcomes

Dorthe Bleses, Aarhus University, Denmark
Anders Højen, Aarhus University, Denmark
Laura M. Justice, The Ohio State University, U.S.A.
Pauline L. Slot, Utrecht University, The Netherlands
Peter Jensen, Aarhus University, Denmark

PRESENTATION 2

Mixing ages in child-care settings: Does it influence children’s vocabulary growth?

Laura M. Justice, The Ohio State University, U.S.A.
Jessica Logan, The Ohio State University, U.S.A.
Kelly Purtell, The Ohio State University, U.S.A.
Dorthe Bleses, Aarhus University, Denmark
Anders Højen, Aarhus University, Denmark

PRESENTATION 3

Language profile as a predictor of response to an early language and literacy intervention

Philip S. Dale, University of New Mexico, U.S.A.
Jessica Logan, The Ohio State University, U.S.A.
Dorthe Bleses, Aarhus University, Denmark
Anders Højen, Aarhus University, Denmark

PRESENTATION 4

The impact of the home literacy environment in native- vs. second-language acquisition

Anders Højen, Aarhus University, Denmark
Dorthe Bleses, Aarhus University, Denmark
Philip S. Dale, University of New Mexico, U.S.A.

🕒 14H00 → 16H00

ROOM D201

SYMPOSIUM**The linguistic expression of causal relations in picture-based narratives: a focus on motion, emotion, and intention****CONVENER: Sharon Armon-Lotem**, Bar Ilan University, Ramat Gan, Israel**Judy Kupersmitt**, Hadassah Academic College, Jerusalem, Israel**PRESENTATION 1****Building up cohesive ties: a developmental study of motion and causation in picture-based narratives****Judy Kupersmitt**, Hadassah Academic College, Jerusalem, Israel**PRESENTATION 2****The linguistic expression of causal relations in picture-based narratives: A comparative study of bilingual and monolingual children with TLD and SLI****Judy Kupersmitt**, Hadassah Academic College, Jerusalem, Israel**Sharon Armon-Lotem**, Bar Ilan University, Ramat Gan, Israel**PRESENTATION 3****Story grammar elements and causal relations in the narratives of bilingual children with typically developing language and with SLI****Sveta Fichman**, Bar Ilan University, Ramat Gan, Israel
Carmit Altman, Bar Ilan University, Ramat Gan, Israel
Sharon Armon-Lotem, Bar Ilan University, Ramat Gan, Israel**Joel Walters**, Bar Ilan University, Ramat Gan, Israel**PRESENTATION 4****Narrative-embedded motion events: a developmental cross-linguistic study of German and Hebrew****Judy Kupersmitt**, Hadassah Academic College, Jerusalem, Israel**Anne-Katharina Harr**, Ludwig-Maximilians-Universität, Munich, Germany**Helen Engemann**, University of Mannheim, Germany**Ulla Licandro**, Leibniz University Hanover, Germany

🕒 14H00 → 16H00

ROOM D101

SYMPOSIUM**Perceptual language in child-caregiver interaction: Comparative perspectives and case studies from Australia and Papua New Guinea****CONVENER: Lila San Roque**, Radboud University & Max Planck, Institute for Psycholinguistics, The Netherlands**PRESENTATION 1****Developing comparative perspectives on perception verbs in child-caregiver interaction****Lila San Roque**, Radboud University & Max Planck Institute for Psycholinguistics, The Netherlands**PRESENTATION 2****Elevated salience of 'touch' references in child-caregiver interaction****Hannah Sarvasy**, Australian National University, Australia**PRESENTATION 3****Learning to talk about perception in Pitjantjatjara****Rebecca Defina**, University of Melbourne, Australia**PRESENTATION 4****Perception, mental-state attribution and the acquisition of finite complement constructions****Alan Rumsey**, Australian National University, Australia**PRESENTATION 5****Visual and auditory experiences in child-caregiver interaction: Insights from perception verbs in Bosavi (Kaluli)****Bambi B. Schieffelin**, New York University, U.S.A.
Lila San Roque, Radboud University & Max Planck Institute for Psycholinguistics, The Netherlands

ZONE 1

- 1. Comprehension of wh - questions in German speaking children and adolescents with Down syndrome** - Eva Wimmer
- 2. Language and analogical reasoning in children with Specific Language Impairment: The effect of articulatory suppression** - Magali Krzemien, Jean-Pierre Thibaut, Christelle Maillart
- 3. Investigating silent letter production and morphological awareness skills in children with SLI: a window into derivational morphology** - Marie-Pier Godin, Andréanne Gagné, Nathalie Chapleau
- 4. Phonological awareness in typically developing and low risk preterm children.** - Miguel Pérez-Pereira, Mariela Resches
- 5. Prosodic aspects of word and nonword repetition in Swedish children with language impairment** - Simon Sundström, Björn Lyxell, Christina Samuelsson
- 6. Application of ICF-CY in the screening of Iranian children with primary language impairment (PLI)** - Yalda Kazemi, Tahmineh Maleki
- 7. Pragmatic inferences in children with autism spectrum disorder: using prosodic and contextual clues** - Yui Miura, Tomoko Matsui, Hiroshi Fujino, Yoshikuni Tojo, Koichiro Hakarino
- 8. Exploring Statistical Learning of Meaning-Based Regularities in Children** - Carla Pastorino Campos, John Williams
- 9. Reading skills and pitch perception in Dutch high-school students** - Chiara De Jong, Marie Postma, Maria Mos
- 10. Improving Working Memory in Children with Language Difficulties** - Emma Christopher, Lucy Henry, Shula Chiat, David Messer
- 11. Linguistic-communicative skills and emotion understanding: insights from deafness** - Francesc Sidera, Anna Amadó, Sara Feijóo, Gary Morgan, Elisabet Serrat
- 12. Short-term memory and language development: Cause or effect?** - Gary Jones, Bill Macken
- 13. How to assess children's knowledge of mental terms? Adapting a tool to measure comprehension of metacognitive vocabulary in Polish.** - Karolina Mieszkowska, Ewa Haman, Agnieszka Otwinowska-Kasztelanic
- 14. Preschool Teachers' Use of Elaborative Language across Classroom Contexts and Children's Language Development** - Lauren Scarola, Adina Schick, Gigliana Melzi
- 15. Relationship between Metalinguistic Awareness, Nonverbal Problem-Solving, and Language Skills of 3- to 7-year-old Children** - Lizbeth Finestack, Katherine Bangert
- 16. Syntactic Bootstrapping: 28-month olds can assign verb meaning using both transitive and intransitive frames at the same visit** - Manya Jyotishi, Letitia Naigles
- 17. Nonword repetition and sentence imitation as diagnostic tools for bilingual and francophone children with primary language impairment** - Sara Dubreuil-Piché, Jenna Lachance, Chantal Mayer-Crittenden
- 18. Predictive use of gender-marked articles in Spanish-English bilingual children** - Alisa Baron, Zenzi Griffin, Barbara Hidalgo-Sotelo
- 19. Beyond elaboration: A look at elicitation styles during talk about the past among Latino mother-child dyads** - Ana M. Carmiol, Alison Sparks, L. Conejo
- 20. Mental state vocabulary in family interactions: SES variations in input and young children's production** - Celia Renata Rosemberg, Mariela Resches, Alejandra Stein, Maia Migdalek, Florencia Alam
- 21. Child-initiated and decontextualized topics promote connected parent-child conversation** - Kathryn Leech, Samuel Ronfard, Meredith Rowe
- 22. SES and sibling effects on pronoun and reflexive interpretation in Mandarin-speaking children** - Li Sheng, Ying Hao, Peng Zhou, Lisa Bedore
- 23. Early Language Development in Victims of the Armed Colombian Conflict** - Maria Lara-Diaz, Silvia Rodriguez, Judy Beltran
- 24. Children reduce their communicative intentions appropriately** - Stephanie Wermelinger, Vanessa Ferreira, Anja Gampe
- 25. Young children's understanding of prosodic cues about speaker confidence: Comparison between Japanese-speaking and French-speaking children** - Tomoko Matsui, Mutsumi Imai, Hugo Mercier, Stéphane Bernard, Thomas Castelain
- 26. Cooperative communication and language development in toddlers with autisms spectrum disorder** - Christina Papaeliou, Asimena Papoulidi, Kokonitsa Sakellaki
- 27. The France-Canada Speech Sound Disorders Project** - Genevieve Meloni, Anne Vilain, Hélène Loevenbruck, Andrea MacLeod
- 28. An insight into spontaneous communication of children with Autism Spectrum Disorder acquiring Croatian: morphosyntactic errors** - Gordana Hrzica, Jasmina Ivsac Pavilsa, Nikolina Jezernik
- 29. Verb Structures in Early Implanted Deaf Children** - Laurence Vincent-Durroux, Adrienne Vieu
- 30. Subject-verb agreement in German-speaking children and adolescents with Down syndrome** - Martina Penke, Eva Wimmer, Bernadette Witecy
- 31. Phonological profiles in neurodevelopmental disorders: a comparison of Williams, Down and Fragile X syndromes** - Verónica Martínez, Eliseo Diez-Itza, Vanesa Pérez, Manuela Miranda, Ivan Rose
- 32. Artificial grammar learning in children with Williams syndrome and in typically developing children: the role of rules, familiarity and prosodic cues** - Vesna Stojanovika, Vitor Zimmererb, Jane Settera, Kerry Hudsona, Isil Poyraz-Bilgina, Doug Saddya
- 33. Semantic reorganization in the lexicon: Acquiring spatial prepositions in English** - Bhuvana Narasimhan, Jayne Williamson-Lee, Norielle Adricula

ZONE 2

34. Semantic fluency as a window onto lexical organisation and retrieval in deaf children who use spoken and signed language - Chloe Marshall, Anna Jones, Ambra Fastelli, Nicola Botting, Gary Morgan

35. Lexical composition and language assessment: using diverse word categories for 3 year-old Spanish-speaking children - Donna Jackson-Maldonado, Barbara Conboy, Amber Stansbury, Morgan Evatt

36. Acquisition of quantity, relevance and word learning inferences, and their relationship with Theory of Mind - Elspeth Wilson, Napoleon Katsos

37. From chunk to segment: U-shaped patterns in the facilitative effect of frames on children's word production - Inbal Arnon

38. Do Patterns of Noun and Verb Productions in the Input Influence Spanish- and English-speaking Children's Productive Vocabularies? - Jane Childers, Blaire Porter, Thania Galvan, Claudia Garcia, Catharine Echols, Nathan Marti

39. Are there positive consequences of limited vocabulary in children at risk of SLI? - Magdalena Luniewska, Ewa Haman, Marta Wójcik

40. High frequency words help infant language acquisition - Rebecca Frost, Rebecca Gómez, Morten Christiansen, Kascha Visagie, Pdraic Monaghan

41. Both mental state language and grammatical skills predict children's use of personal pronouns and verb inflections for person - Filip Smolík, Veronika Bláhová

42. Acquisition of case inflection of nouns in Czech: a parent-report study - Stepan Matejka, Filip Smolík

43. Frequent frames as training wheels for acquiring the verbal morphology in Hebrew - Tamar Johnson, Inbal Arnon

44. Why do English infants not show a consonant bias? - Claire Delle Luche, Paul Ratnage, Caroline Floccia

ZONE 3

45. (Dis)embodied speech: developing speech perception with(out) sensorimotor information - Irene Lorenzini, Anna Chilosi, Pier Bertinetto

46. Language abilities in preterm-born children: Specific difficulties in phonological skills - Lise Desmottes, Christelle Maillart, Madeline Doublot, Trecy Martinez Perez

47. Early phonetic production patterns and novel word learning - Marinella Majorano, Marilyn Vihman, Marika Morelli

48. Characteristics of Phonological Development in Preschool-aged Russian-Finnish Bilinguals - Olga Nenonen

49. Voicing contrast in Nepali infant-directed speech - Sujal Pokharel, Katherine Demuth, Titia Benders

50. Realization of Vowels and Tones in Northern Mandarin Infant-directed Speech and Lombard Speech - Tang Ping, Nan Rattanasone, Ivan Yuen, Katherine Demuth

51. Children's Acquisition of CLIL Sentences in Japanese - Alena L. Kyoko Yamakoshi

52. Comprehension of focus structures in Mandarin Chinese- an eye-tracking study with 5-year-old children - Hui-Ching Chen, Barbara Höhle, Stephen Crain

ZONE 4

53. Children's acquisition of the asymmetry between why and other wh questions in Japanese - Kanako Ikeda, Kyoko Yamakoshi

54. «Aufhören!» Infinitives with imperative meanings as SES markers of German child-directed speech (CDS) and child speech (CS) - Katharina Korecky-Kröll, Sabine Sommer-Lolei, Viktoria Templ, Maria Weichselbaum

55. Adolescent First-Language Acquisition of Word Order in American Sign Language - Qi Cheng, Rachel Mayberry

56. Early Marking of Standards of Comparison in English and German - Sebastian Schuster

57. Beyond subject/object asymmetry: Mandarin-speaking children's processing of different relative clause types - Wenchun Yang, Angel Chan, Evan Kidd

58. Children's evaluation of reasonableness of others in argumentation - Andreas Domberg, Bahar Koymen, Michael Tomasello

59. Predicting language outcome and school readiness at 4 years with language measures at 22 and 29 months - Céline Béguin, Laura Alaria, Tamara Patrucco-Nanchen, Diane Poulin-Dubois, Margaret Friend, Pascal Zesiger

60. Acquisition of linguistic complexity between the ages of 6 and 13: a cross-linguistic perspective - Claire Martinot, Tomislava Bosnjak Botica, Jelena Kuvac Kraljevic, Kristina Vujnovic Malivuk, Sonia Gerolimich, Cristina Castellani

61. Exceptionality and Strikingsness in the Acquisition of Generics - Dimitra Lazaridou-Chatzigoga, Napoleon Katsos, Linnaea Stockall

62. Mean Length of Utterance for morphologically rich languages: the case of Russian - Ekaterina Tomas, Olga Dragoy

63. Comprehension of suffixal Subject-Verb number agreement in French-learning toddlers - Elena Koulaguina, Géraldine Legendre, Elisabeth Sivakumar, Isabelle Barriere, Thierry Nazzi

64. Language development and motor skills in Italian toddlers - Federica Rigo, Marinella Majorano, Manuela Lavelli

65. The Predictors of Narrative Complexity in Turkish-speaking Children - Hale Ogel Balaban, Annette Hohenberger

66. Mothers' use of spatial language and spatial gestures - Ilkim Sariçimen, Yagmur Deniz Kisa, Aslı Aktan Erciyes, Tilbe Gökşun

ZONE 5

67. Establishing Concurrent Validity for a New Speech and Language Test in Arabic Language - Lamya Abdulkarim, Jill de Villiers





68. The role of parenting and Child Directed Speech in child's language development. - Magda Rivero, Rosa M. Vilaseca, Sandra Borneis

- 69. The meaning of life: arbitrary and reference in word and action** - Muriel Nazzari, Muriel Adams, Sarah Eiteljoerge, Birgit Esterl, Nivedita Mani
- 70. Audiovisual speech perception, parental input, and vocabulary in the first year of life** - Mélanie Hoareau, Thierry Nazzi, Henny Yeung
- 71. Re-visiting 5-year-olds' use of source accuracy in their evidential reasoning** - Narae Ju, Youngon Choi, So Mi Jeong
- 72. Prior experience with actions that were highlighted by iconic gestures facilitates verb learning in three-year-olds** - Suzanne Aussems, Katherine Mumford, Sotaro Kita
- 73. A longitudinal analysis of Spanish grammatical skills in Spanish-English bilingual children with and without language impairment** - Lourdes Martinez-Nieto, Maria Adelaida Restrepo
- 74. Evaluating the effectiveness of a reading for pleasure intervention: a randomised control trial** - Jamie Lingwood, Caroline Rowland, Josie Billington
- 75. Object Realization in Cantonese-English Bilingual Children** - Jiangling Zhou, Ziyin Mai, Virginia Yip
- 76. Selective mutism in bilingual children** - Anja Starke
- 77. Improving the Identification of Bilingual Children with Language Disorders: An Examination of Reliable Spanish Grammatical Markers** - Anny Castilla-Earls, Ana Teresa Perez-Leroux, Alejandra Auza, Katrina Fulcher-Rood
- 78. Effects of L2 on L1 Narrative skills in Preschool and School-aged Children in L1 dominant contexts** - Ayhan Aksu-Koç, Asli Aktan Erciyas, Ali Tekcan
- 79. Differential effects of internal and external factors in bilingual children's dual vocabulary development: a case of Singapore** - Bin Yin, He Sun
- 80. Translation Equivalents and Lexical Processing in Bilingual Toddlers** - Diane Poulin-Dubois, Jacqueline Legacy, Olivia Kuzyk, Pascal Zesiger, Margaret Friend
- 81. Acquiring Gender and Case in Russian: Russian-Dutch, Russian-Swedish and Russian-Azerbaijani bilingual children compared with their monolingual peers with and without SLI and adult learners of Russian as a foreign language** - Elena Galkina, Natalia Ringblom, Sofia Krasnoshchekova, Galina Rogozhkina
- 82. Icelandic as L1 and L2 and English as foreign language skills of adolescents in Iceland: How well does self-rated performance match test scores?** - Elin Thordardottir
- 83. Discourse markers and syntactic connectives in L2 Spanish: a developmental path across discourse genres and modalities of production** - Elisa Rosado, Melina Aparici, Pablo Horcada, Rocío Cuberos, Nayme Salas
- 84. Identifying bilingual children at risk for SLI and children with limited L2-input** - Elizabeth Stadtmiller, Katrin Lindner, Natalia Gagarina
- 85. Early lexical development of Turkish-Flemish bilingual children in a language minority setting** - Feyza Altinkamis, Hulya Ozcan, Steven Gillis
- 86. L2 Oral Narrative Development in Ethnic Minority Children of Hong Kong** - Hintat Cheung
- 87. Cross-linguistic interference in copula verb omission in 2L1 Romanian in a Romanian-Hungarian context** - Larisa Avram, Veronica Tomescu
- 88. Describing the Early Home Language Environment of Dual Language Learners: An Examination of the Activity Settings of Spanish-Speaking Children in the US** - Lauren Cycyk, Carol Scheffner Hammer
- 89. Cross - linguistic influence in simultaneous bilingual acquisition of tense: the effects of Tamil and Chinese** - Meira Kalasegaran, Vicky Chondrogianni
- 90. The transient use of perfective *already* in Cantonese-English bilingual children: developmental asynchrony and typological incompatibility** - Pui Yiu Szeto, Stephen Matthews, Virginia Yip
- 91. Past tense and plural formation in Welsh-English bilingual children with and without SLI** - Vicky Chondrogianni, Nerys John
- 92. Neurophysiological indices of visual context during sentence processing in children** - Valerie Shafer, Emily Zane, Larissa Miller, Isabel Slingerland, Sarah Kresh
- 93. Two Days in the Life: Naturally Occurring Emotion Talk with Preschoolers** - Elaine Reese, Mele Taumoepeau, Michelle Fellows, James Pennebaker
- 94. Intention or attention before pointing: Do infant's early hold out gestures reflect evidence of a declarative motive?** - Laura Boundy, Anna Theakston, Thea Cameron-Faulkner
- 95. Children's past and future accounts in interactional situations. A study with young children from marginalized urban populations in Argentina** - Florencia Alam, Celia Rosemberg, Alejandra Stein, Laura Ramirez
- 96. Timing on the cusp of words** - Michèle Pettinato, Ilke De Clerck, Jo Verhoeven, Steven Gillis
- 97. Human infant sensitivity to trans-species emotional vocal signals** - Naoto Yamane, Mihoko Hasegawa, Ai Kanato, Naoko Kijima, Kazuo Okanoya, Reiko Mazuka
- 98. Efficacy of phonological therapy in Dutch monolingual children with SLI** - Annelies Bron, Annette Schepers
- 99. ¿What?, «¿What do you mean?» A longitudinal study of the repair movements in spontaneous conversations between parents and children from Argentina** - Alejandra Stein, Celia Rosemberg, Alejandra Menti, Florencia Alam, Guadalupe Rocha
- 100. He Said, She Said: Children use speaker identity, but not disfluency cues, in word learning** - Justine Thacker, Craig Chambers, Susan Graham
- 101. Evaluative expressions used for argumentation in low and mid SES child-child interactions** - Maia Julieta Migdalek, Marta Shiro, Celia Rosemberg
- 102. Czech Deaf children's socio-cognitive and pragmatic competence assessed through Theory of Mind Task Battery** - Eva Filippova, Andrea Hudakova
- 103. Perception of level tones and contour tones by French-learning infants** - Elsa Santos, Rushen Shi



FRIDAY, JULY 21ST

OVERVIEW


	GRAND AMPHI PLENARY TALK: What is “complete” L1 acquisition? On the age factor in heritage language development and first language attrition M. Schmid						
9h00	ROGER BROWN PRIZE + STUDENT BEST POSTER AWARD						
10h00	 Coffee break						
10h30	GRAND AMPHI AMPHI LAPRADE AMPHI L. AUBRAC AMPHI J-B. SAY AMPHI JABOULAY ROOM D201 ROOM D101						
11h00	Liaison acquisition: new data, models, debates Céline Dugua, Aurélie Nardy	Typical and atypical pragmatic development in early childhood: Insights from parent report Diane Pesco	The language of schooling: evidences for new relations with literacy and language development Alejandra Meneses	Lexical properties that bootstrap infant word learning Mitsuhiko Ota	Grammatical Generalizations: How Input Structure influences Language Learning Amanda Owen Van Horne	Expressive Language in Dual Language Learners Margaret Friend	SES differences in early linguistic experiences and outcomes Florencia Alam
13h00	 Lunch break						
14h00	Common ground in communication: Integrating evolutionary, developmental and clinical perspectives Manuel Bohn	One size does not fit all: Bilingual development across linguistic domains and socio-cultural contexts Erika Hoff	Improving vocabulary and word learning for adolescents with language difficulties in schools: exploring content, process and service provision. Victoria Joffe	Contributions of parent-child interactions to child language outcomes in diverse samples Penny Levickis	Early language acquisition: Beyond WEIRD Alejandrina Cristia		
16h00	 GRAND AMPHI Closing ceremony / farewell						
17h00							





FRIDAY, JULY 21ST

SYMPOSIA

 9H00 → 10H00

GRAND AMPHI

PLENARY TALK

What is “complete” L1 acquisition? On the age factor in heritage language development and first language attrition

Monika S. Schmid, University of Essex

Investigations of both the development and the ultimate proficiency in the home language of speakers who become bilingual in the period between birth and the onset of schooling tend to reveal substantial differences between such heritage speakers and monolingual natives. On the other hand, speakers who acquire a second language after around the age of twelve tend to experience rather limited (albeit quite consistent) L1 attrition effects, even in situations where the L2 becomes the main language of communication and daily life. Between these two populations there exists a substantial research gap, with very few studies investigating the development of L1 proficiency and attrition of speakers who experience language dominance reversal between school age and puberty.

I will review the limited evidence on this age period and discuss it in the light of findings on heritage language development on the one hand and language attrition on the other. I argue that a more comprehensive approach to L1 development in bilinguals, encompassing a perspective of the full AoA range from birth to adulthood, can provide important insight into the nature of the bilingual language capacity.

 10H00 → 10H30

GRAND AMPHI

ROGER BROWN PRIZE + STUDENT BEST POSTER AWARD

 10H30 → 11H00



COFFEE BREAK

 11H00 → 13H00

GRAND AMPHI

SYMPOSIUM

Liaison acquisition: new data, models, debates

CONVENER: Céline Dugua, LLL UMR7270, Université Orléans, France

Aurélié Nardy, Lidilem, Université Grenoble Alpes, France

PRESENTATION 1

Setting the stage: Liaison acquisition, theoretical issues and available results

Jean-Pierre Chevrot, Laboratoire de l'Informatique du Parallélisme, DANTE team, Institut rhône-alpin des systèmes complexes, ENS Lyon / Laboratoire Lidilem, Université Grenoble Alpes, France

Samantha Ruvoletto, Laboratoire Structures Formelles du Langage, CNRS / Université Paris 8, France

Sophie Wauquier, Laboratoire Structures Formelles du Langage, CNRS / Université Paris 8, France

PRESENTATION 2

Uncovering the limits of sub-syllabic statistical word segmentation: The case of French liaison

Mireille Babineau, Language research group Université du Québec à Montréal & LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, Paris, France

Rushen Shi, Language research group Université du Québec à Montréal, Canada

PRESENTATION 3

The acquisition of subject-verb agreement expressed through liaison

Isabelle Barrière, Communication Sciences & Disorders, Long Island University/Brooklyn & YVY Research Institute, U.S.A.

Louise Goyet, Laboratoire Paragraphe EA 349, Equipe C.R.A.C. Université Paris 8, Saint-Denis, France

Sarah Kresh, Linguistics, Graduate Center, CUNY, New York, U.S.A.

Géraldine Legendre, Cognitive Science, Johns Hopkins University, Baltimore

Thierry Nazzi, Psychologie de la Perception, CNRS, Université Paris Descartes, France

PRESENTATION 4

Liaison development in both verbal and nominal contexts in children aged 2 to 6

Céline Dugua, LLL UMR7270, Université Orléans, France
Aurélié Nardy, Lidilem, université Grenoble Alpes, France
Loïc Liégeois, LLF & CLILLAC-ARP, Paris Diderot, France
Jean-Pierre Chevrot, Laboratoire de l'Informatique du Parallélisme, DANTE team, Institut rhône-alpin des systèmes complexes, ENS Lyon / Laboratoire Lidilem, Université Grenoble Alpes, France
Damien Chabanal, Université Blaise Pascal, Clermont-Ferrand, France

PRESENTATION 5

Liaison and input: corpus studies of child-parent interactions

Loïc Liégeois, LLF & CLILLAC-ARP, Paris Diderot, France
Anne Siccardi, Lidilem, Grenoble Alpes, France
Christophe Parisse, Modyco et Inserm CNRS, Université Paris Ouest Nanterre, France

🕒 11H00 → 13H00

AMPHI LAPRADE

SYMPOSIUM

Typical and atypical pragmatic development in early childhood : insights from parent report

CONVENER: Diane Pesco, Concordia University, Montréal, Canada

PRESENTATION 1

Growth in pragmatic language from 24-36 months: A longitudinal study using the Language Use Inventory

Daniela O'Neill, University of Waterloo, Canada

PRESENTATION 2

Using the LUI with children with multisystem disabilities

Susan Foster-Cohen, University of Canterbury / The Champion Centre, Christchurch, New Zealand
Anne Van Bysterveldt, University of Canterbury (Christchurch, New Zealand)

PRESENTATION 3

A parent report of the pragmatic abilities of French-speaking toddlers and preschoolers: Validation of the Canadian-French version of the Language Use Inventory

Diane Pesco, Concordia University, Montréal, Canada

PRESENTATION 4

Parental neglect and language development: A look at the pragmatic development of neglected three-year-olds

Mélissa Di Sante, Université Laval; Centre interdisciplinaire de recherche en réadaptation et intégration sociale, Canada

Audette Sylvestre, Université Laval, Centre interdisciplinaire de recherche en réadaptation et intégration sociale, Canada

Caroline Bouchard, Université Laval, Équipe de recherche « Qualité des contextes éducatifs de la petite enfance », Canada

🕒 11H00 → 13H00

AMPHI LUCIE AUBRAC

SYMPOSIUM

The language of schooling: evidences for new relations with literacy and language development

CONVENER: Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile

DISCUSSANT: Vibeke Grøver, University of Oslo, Norway

PRESENTATION 1

Mapping academic language skills and reading comprehension development in middle grade populations

Emily Phillips Galloway, Vanderbilt University, U.S.A.
Paola Uccelli, Harvard University, U.S.A.

PRESENTATION 2

Children's decontextualized talk predicts academic language skills in mid-adolescence

Paola Uccelli, Harvard University, U.S.A.
Özlem Ece Demir-Lira, University of Chicago, U.S.A.
Meredith Rowe, Harvard Graduate School of Education, U.S.A.

Susan Levine, University of Chicago, U.S.A.
Susan Goldin-Meadow, University of Chicago, U.S.A.

PRESENTATION 3

Spanish academic language, reading comprehension and science learning in 4th Chilean graders

Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile
Maximiliano Montenegro, Pontificia Universidad Católica de Chile, Chile
Marcela Ruiz, Universidad Alberto Hurtado, Chile

PRESENTATION 4

Explanation and argumentation genres at school: writing quality and academic language in 8th Chilean graders

Javiera Figueroa, Pontificia Universidad Católica de Chile, Chile
Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile

🕒 11H00 → 13H00

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Lexical properties that bootstrap infant word learning

CONVENER: Mitsuhiro Ota, University of Edinburgh, U.K.

PRESENTATION 1

Sound symbolism bootstraps language development: Studies on infant word learning and on parental input

Sotaro Kita, University of Warwick, U.K.
Stephanie Archer, University of Warwick, U.K.
Noburo Saji, Kamakura Women's University, Japan
Mutsumi Imai, Keio University, Japan

PRESENTATION 2

Producibility and accuracy in early acquisition: The case for onomatopoeia

Catherine Laing, Duke University, U.S.A.

PRESENTATION 3

Testing bootstrapping effects of infant-directed vocabulary: A longitudinal analysis

Mitsuhiro Ota, University of Edinburgh, U.K.
Barbora Skarabela, University of Edinburgh, U.K.

DISCUSSION

Linking learning and teaching biases in word learning and beyond

Vera Kempe, Abertay University, U.K.

🕒 11H00 → 13H00

AMPHI JABOULAY

SYMPOSIUM

Grammatical Generalizations: How Input Structure Influences Language Learning

CONVENER: Amanda J. Owen Van Horne, University of Iowa, U.S.A.

DISCUSSANT: Evan Kidd, Australian National University, Australia

PRESENTATION 1

Variable input and language production enhance learning and generalization of novel grammar

Emma Hayiou-Thomas, University of York, U.K.
Jelena Mirković, York St. John University, U.K.

PRESENTATION 2

Learning syntactic categories (Gender classes): A language learning study with 7-year-olds

Elizabeth Wonnacott, University College London, U.K.
Helen Brown, University of Warwick, U.K.
Lydia Gunning, University of Warwick, U.K.

PRESENTATION 3

Types and tokens: The role of Complementary Learning Systems in learning new morphology

Jelena Mirković, York St. John University, U.K.
Gareth Gaskell, University of York, U.K.

PRESENTATION 4

Complexity in language intervention: Training with atypical lexical items promotes generalization to new verbs

Amanda J. Owen Van Horne, University of Iowa, U.S.A.
Maura Curran, University of Iowa, U.S.A.

🕒 11H00 → 13H00

ROOM D201

SYMPOSIUM

Expressive Language in Dual Language Learners

CONVENER: Margaret Friend, San Diego State University, U.S.A.

DISCUSSANT: Elizabeth Peña, University of Texas at Austin, U.S.A.

PRESENTATION 1

Code-Switching in Young Bilingual Toddlers and Their Parents

Stephanie DeAnda, San Diego State University & UC San Diego, U.S.A.
Bianka Enriquez, San Diego State University, U.S.A.
Rosalie Dauth, Concordia University, U.S.A.
Camille Labreche, Concordia University, U.S.A.
Diane Poulin-Dubois, Concordia University, U.S.A.
Pascal Zesiger, University of Geneva, Switzerland
Margaret Friend, San Diego State University, U.S.A.

PRESENTATION 2

Code-Switching and Proficiency in Spanish-English Bilingual Children

Erin Smolak, San Diego State University & UC San Diego, U.S.A.
Bianka Enriquez, San Diego State University, U.S.A.
Diane Poulin-Dubois, Concordia University, Canada
Pascal Zesiger, University of Geneva, Switzerland
Margaret Friend, San Diego State University, U.S.A.

PRESENTATION 3

Identifying the impact of word characteristics on L1/L2 vocabulary acquisition

Jissel Anaya, University of Texas at Austin, U.S.A.
Ricardo Nieto, University of Texas at Austin, U.S.A.
Elizabeth Peña, University of Texas at Austin, U.S.A.
Lisa Bedore, University of Texas at Austin, U.S.A.
Zenzi Griffin, University of Texas at Austin, U.S.A.

 11H00 → 13H00

ROOM D101

SYMPOSIUM

SES differences in early linguistic experiences and outcomes

CONVENER: Florencia Alam, National Council of Scientific and Technical Research, Argentina

PRESENTATION 1

Early language experience mediates SES-differences in language-processing skill and vocabulary in Spanish-learning children

Adriana Weisleder, Stanford University, U.S.A.
Virginia Marchman, Stanford University, U.S.A.
Nancy Otero, Stanford University, U.S.A.
Anne Fernald, New York University School of Medicine, U.S.A.

PRESENTATION 2

SES variations in language input and comprehension outcomes among Argentine toddlers

Celia R. Rosemberg, National Council of Scientific and Technical Research, Argentina
Florencia Alam, National Council of Scientific and Technical Research, Argentina
Alejandra Stein, National Council of Scientific and Technical Research, Argentina
Maia Migdalek, National Council of Scientific and Technical Research, Argentina
Alejandra B. Menti, National Council of Scientific and Technical Research, Argentina
Camila Scaff, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL, Paris Diderot, Ecole Doctorale Frontières du Vivant (FdV) – Programme Bettencourt, France
Alejandrina Cristia, LSCP, Département d'études cognitives ENS, EHESS, CNRS, France

PRESENTATION 3

The social gradient in early language development: An RCT to test the role of parent contingent talk

Danielle Matthews, Department of Psychology, University of Sheffield, U.K.
Michelle McGillion, Department of Psychology, University of Sheffield, U.K.
Jane Herbert, Department of Psychology, University of Sheffield, U.K.
Julian Pine, Department of Psychological Sciences, University of Liverpool, U.K.

PRESENTATION 4

A parent-gesture intervention to reduce early SES gaps in child vocabulary

Meredith Rowe, Harvard Graduate School of Education, U.S.A.
Kathryn Leech, Harvard Graduate School of Education, U.S.A.
Virginia Salo, University of Maryland, U.S.A.
Kaitlin Herbert, Harvard Graduate School of Education, U.S.A.

 13H00 → 14H00



LUNCH BREAK

 14H00 → 16H00

GRAND AMPHI

SYMPOSIUM

Common ground in communication: Integrating evolutionary, developmental and clinical perspectives

CONVENER: Manuel Bohn, Max Planck Institute for Evolutionary Anthropology, Germany
DISCUSSANT: Eve Clark, Stanford University, U.S.A

PRESENTATION 1

Common ground in non-linguistic communication: Evidence from twelve-month-old infants and great apes

Manuel Bohn, Max Planck Institute for Evolutionary Anthropology, Germany
Josep Call, University of St. Andrews, U.K.
Michael Tomasello, Duke University, U.S.A

PRESENTATION 2

Three- and four-year-olds rapidly integrate a communicative partner's perspective

Valerie San Juan, University of Calgary, Canada
Sirine Morra, University of Calgary, Canada
Katherine Gibbard, University of Calgary, Canada

Melanie Khu, University of Calgary, Canada
Susan A. Graham, University of Calgary, Canada

PRESENTATION 3

Children use personal and cultural common ground in their reasoning with peers

Maria Mammen, Max Planck Institute for Evolutionary Anthropology, Germany
Bahar Köymen, University of Manchester, U.K.
Michael Tomasello, Duke University, U.S.A

PRESENTATION 4

Social versus visual perspective-taking and the interpretation of linguistic reference by children with ASD

Kirsten Abbot-Smith, University of Kent, U.K.
David Williams, University of Kent, U.K.
Danielle Matthews, University of Sheffield, U.K.

 14H00 → 16H00

AMPHI LUCIE AUBRAC

SYMPOSIUM

Improving vocabulary and word learning for adolescents with language difficulties in schools: exploring content, process and service provision

CONVENER: Victoria L. Joffe, School of Health Sciences, City University, London, U.K.

DISCUSSANT: David Messer, School of Health Sciences, City, University of London and Open University, U.K.

PRESENTATION 1

Building a Literate Lexicon in Adolescents: Selecting Words for Language Intervention

Marilyn A. Nippold, University of Oregon, U.S.A.

PRESENTATION 2

Enhancing vocabulary and independent word learning skills in adolescents with language disorder

Victoria L. Joffe, School of Health Sciences, City University, London, U.K.

PRESENTATION 3

The effectiveness of a vocabulary enrichment programme in improving the vocabulary skills of adolescents attending mainstream secondary school in areas of socioeconomic disadvantage

Emily James, Speech & Language Therapy Department, Health Service Executive Dublin; National Behaviour Support Service, Navan Education Centre, Meath, Ireland

Aoife Murphy, M. DNCC Child and Adolescent Mental Health Service, Dublin, Ireland
Catherine Sheahan, CAINT Speech Therapy, Kildare, Ireland
Sue Franklin, Department of Clinical Therapies, University of Limerick, Limerick, Ireland

PRESENTATION 4

Whole-class curriculum vocabulary support for adolescents with language difficulties

Hilary Lowe, School of Health Sciences, City University, London, U.K.
Victoria L. Joffe, School of Health Sciences, City University, London, U.K.
Lucy Henry, School of Health Sciences, City University, London, U.K.

 14H00 → 16H00

AMPHI JABOULAY

SYMPOSIUM

Early language acquisition: Beyond WEIRD

CONVENER: Alejandrina Cristia, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL

PRESENTATION 1

Quantity and composition of child-directed speech among Tsimane forager-horticulturalists of Bolivia

Alejandrina Cristia, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University
Jonathan Stieglitz, Institute for Advanced study in Toulouse, France
Emmanuel Dupoux, LSCP, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 2

Early language experience and development in a Tzeltal Mayan and PNG village

Marisa Casillas, Max Planck Institute for Psycholinguistics, Radboud University Nijmegen, The Netherlands

PRESENTATION 3

Culture and Communication from Infancy through Preschool: A Focus on Ethnically Diverse U.S. Families

Catherine Tamis-LeMonda, Steinhardt School of Culture, Education, and Human Development (NYU), U.S.A.
Yana Kuchirko, Steinhardt School of Culture, Education, and Human Development (NYU), U.S.A.
Lulu Song, Brooklyn College, the City University of New York, U.S.A.

PRESENTATION 4

Interaction patterns of Hadza hunter-gatherer infants

Monika Abels, Tilburg University, The Netherlands



14H00 → 16H00

AMPHI LAPRADE

SYMPOSIUM

One size does not fit all: Bilingual development across linguistic domains and socio-cultural contexts

CONVENER: Erika Hoff, Florida Atlantic University, U.S.A.

PRESENTATION 1

Bilingual children catch up to monolingual peers in speech abilities at age 5

Cynthia Core, The George Washington University, U.S.A.

PRESENTATION 2

“Where there’s a will, there’s a way”: The role of aptitude, motivation and socio-linguistic background on language proficiency at the end of French Immersion in Canada

Stefka H. Marinova-Todd, University of British Columbia, Canada

PRESENTATION 3

How maternal education influences the linguistic environment supporting migrant children’s L2 lexical and syntactic development

Tamara Sorenson Duncan, University of Alberta, Canada
Johanne Paradis, University of Alberta, Canada

PRESENTATION 4

How the language in which mothers are educated influences the language growth of bilingual children in immigrant families

Erika Hoff, Florida Atlantic University, U.S.A.
Andrea Burridge, Houston Community College, U.S.A.



14H00 → 16H00

AMPHI JEAN-BAPTISTE SAY

SYMPOSIUM

Contributions of parent-child interactions to child language outcomes in diverse samples

CONVENER: Penny Levickis, Newcastle University, U.K., Murdoch Childrens Research Institute, Australia

DISCUSSANT: Meredith Rowe, Harvard University Graduate School of Education Cambridge, U.S.A

PRESENTATION 1

Maternal communicative behaviours and interaction quality as predictors of child language development: A prospective community-based study of slow-to-talk toddlers

Laura Conway, Murdoch Children’s Research Institute, VIC, Australia

Penny Levickis, Newcastle University, U.K., Murdoch Childrens Research Institute, Australia

Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia

Jodie Smith, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

Fiona Mensah, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia.

PRESENTATION 2

Impact of parent interaction and language input on the communicative development of infants with cochlear implants

Edith L. Bavin, La Trobe University, Australia

Julia Sarant, The University of Melbourne, Australia

Greg Leigh, RIDBC Renwick Centre (Royal Institute for Deaf and Blind Children/The University of Newcastle), Australia

PRESENTATION 3

Associations between maternal verbal behaviours and child language skills in a cohort of mothers and their children experiencing adversity

Jodie Smith, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

Penny Levickis, Newcastle University, UK; Murdoch Childrens Research Institute, Australia

Patricia Eadie, The University of Melbourne, Australia.

Lesley Bretherton, Murdoch Childrens Research Institute, Australia

Sharon Goldfeld, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

Laura Conway, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

PRESENTATION 4

Parents’ experiences” of parent-reported and direct observational assessments: How can we decrease discomfort and increase validity?

Shannon Bennetts, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University, Australia

Fiona Mensah, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

Naomi Hackworth, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University Australia.

Elizabeth Westrupp, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University, Australia.

Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia

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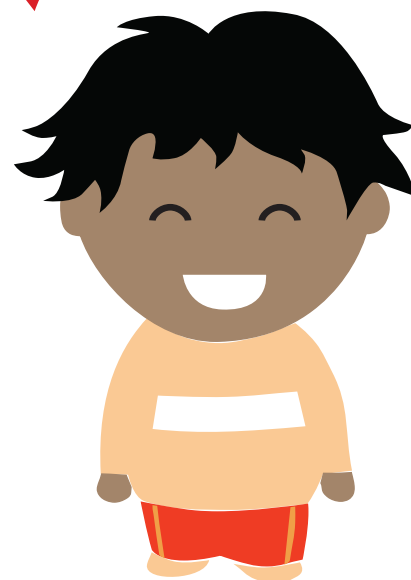
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DOS SANTOS CHRISTOPHE (Université François Rabelais, France)
DUGUA CÉLINE (Université d'Orléans, France)
ECHOLS CATHARINE (University of Texas, Texas, U.S.A.)
FIKKERT PAULA (Radboud University, Netherlands)
FRIEND MARGARET (San Diego State University, California, U.S.A.)
GAVARRÓ ANNA (Universitat Autònoma de Barcelona, Spain)
GHIMENTON ANNA (Université Lumière Lyon 2, France)
GOAD HEATHER (McGill University, Canada)
GUASTI MARIA TERESA (University of Milano Bicocca, Italy)
HAMAN EWA (University of Warsaw, Poland)
HESKETH ANNE (University of Manchester, UK)
HOFF ERIKA (Florida Atlantic University, Florida, U.S.A.)
HULK AAFKE (University of Amsterdam, Netherlands)
JACOB GOBET STÉPHANIE (Université de Poitiers, France)
JISA HARRIET (Université Lumière Lyon 2, France)
KAUSCHKE CHRISTINA (University of Marburg, Germany)
KIDD EVAN (The Australian National University, Australia)
KÜNTAY AYLIN (Koç University, Turkey)
LAAHA SABINE (University of Vienna, Austria)
LAW JAMES (Newcastle University, UK)
LE NORMAND MARIE-THÉRÈSE (Université Paris Descartes, France)
LEE THOMAS HUN-TAK (Chinese University of Hong Kong, China)
LIEVEN ELENA (University of Manchester, UK)
LÓPEZ-ORNAT SUSANA (Universidad Complutense de Madrid, Spain)
MAILLART CHRISTELLE (Université de Liège, Belgium)
MÄNNEL CLAUDIA (Max Planck Institute, Germany)

MARCEL GIEZEN MARCEL (Basque Centervon Brain, Cognition and Language, Spain)
MARISCAL SONIA (Universidad Nacional de Educación a Distancia, Spain)
MARKSON LORI (University of Washington, Washington, U.S.A.)
MATTHEWS DANIELLE (University of Sheffield, UK)
MEISEL JÜRGEN M. (University of Hamburg / University of Calgary, Germany / Canada)
MILLS DEBBIE (Bangor University, UK)
MIQUEL SERRA (Universitat de Barcelona, Spain)
MORGAN GARY (City University of London, UK)
MORGENSTERN ALIYAH (Université Sorbonne Nouvelle Paris 3, France)
MUELLER GATHERCOLE VIRGINIA (Florida International University, Florida, U.S.A.)
MUSOLINO JULIEN (Rutgers University, New Jersey, U.S.A.)
NAIGLES LETITIA (University of Connecticut, Connecticut, U.S.A.)
NARDY AURÉLIE (Université Grenoble Alpes, France)
NICOLADIS ELENA (University of Alberta, Canada)
NINIO ANAT (The Hebrew University of Jerusalem, Israel)
O'TOOLE CIARA (University College Cork, Ireland)
OTA MITS (University of Edinburgh, UK)
OZCALISKAN SEYDA (Georgia State University, Georgia, U.S.A.)
PARADIS JOHANNE (University of Alberta, Canada)
PARISSE CHRISTOPHE (Université Paris Nanterre, France)
PENKE MARTINA (University of Cologne, Germany)
PÉREZ-PEREIRA MIGUEL (University of Santiago de Compostela, Spain)
PRÉVOST PHILIPPE (Université François Rabelais, France)
PYE CLIFTON (The University of Kansas, Kansas, US)
QUAY SUZANNE (International Christian University, Japan)
RATNER NAN (University of Maryland, Maryland, U.S.A.)
RAVID DORIT (Tel Aviv University, Israel)
REILLY JUDY (San Diego State University, California, U.S.A.)
ROSE YVAN (Memorial University of Newfoundland, Canada)
SALAZAR ORVIG ANNE (Université Sorbonne Nouvelle Paris 3, France)
SCHWARTZ RICHARD G. (City University of New York, New York, U.S.A.)
SERRATRICE LUDOVICA (University of Reading, UK)
SHAFER VALERIE (City University of New York, New

York, U.S.A.)
SHIRAI YASUHIRO (Case Western Reserve University, Ohio, U.S.A.)
SIMONSEN HANNE GRAM (University of Oslo, Norway)
SMOLÍK FILIP (Czech Academy of Sciences, Czech republic)
SODERSTROM MELANIE (University of Manitoba, Canada)
STOJANOVIC VESNA (University of Reading, UK)
SWINGLEY DANIEL (University of Pennsylvania, Pennsylvania, U.S.A.)
THEAKSTON ANNA (University of Manchester, UK)
THORDARDOTTIR ELIN (McGill University, Canada)
TOLCHINSKY LILIANA (University of Barcelona, Spain)
TULLER LAURICE (Université François Rabelais, France)
UZIEL-KARL SIGAL (Achva Academic College, Israel)
VAN HOUT ANGELIEK (University of Groningen, Netherlands)
VENEZIANO EDY (Université Paris Descartes, France)
VERHAGEN JOSJE (Utrecht University, Netherlands)
VIHMAN MARILYN (University of York, UK)
VILAIN ANNE (Université Grenoble Alpes, France)
VOGT PAUL (Tilburg University, Netherlands)
WAGNER LAURA (Ohio State University, Ohio, U.S.A.)
WESTERGAARD MARIT (The Arctic University of Norway, Norway)
XU FEI (University of California, Berkeley, California, U.S.A.)
ZAMUNER TANIA (University of Ottawa, Canada)



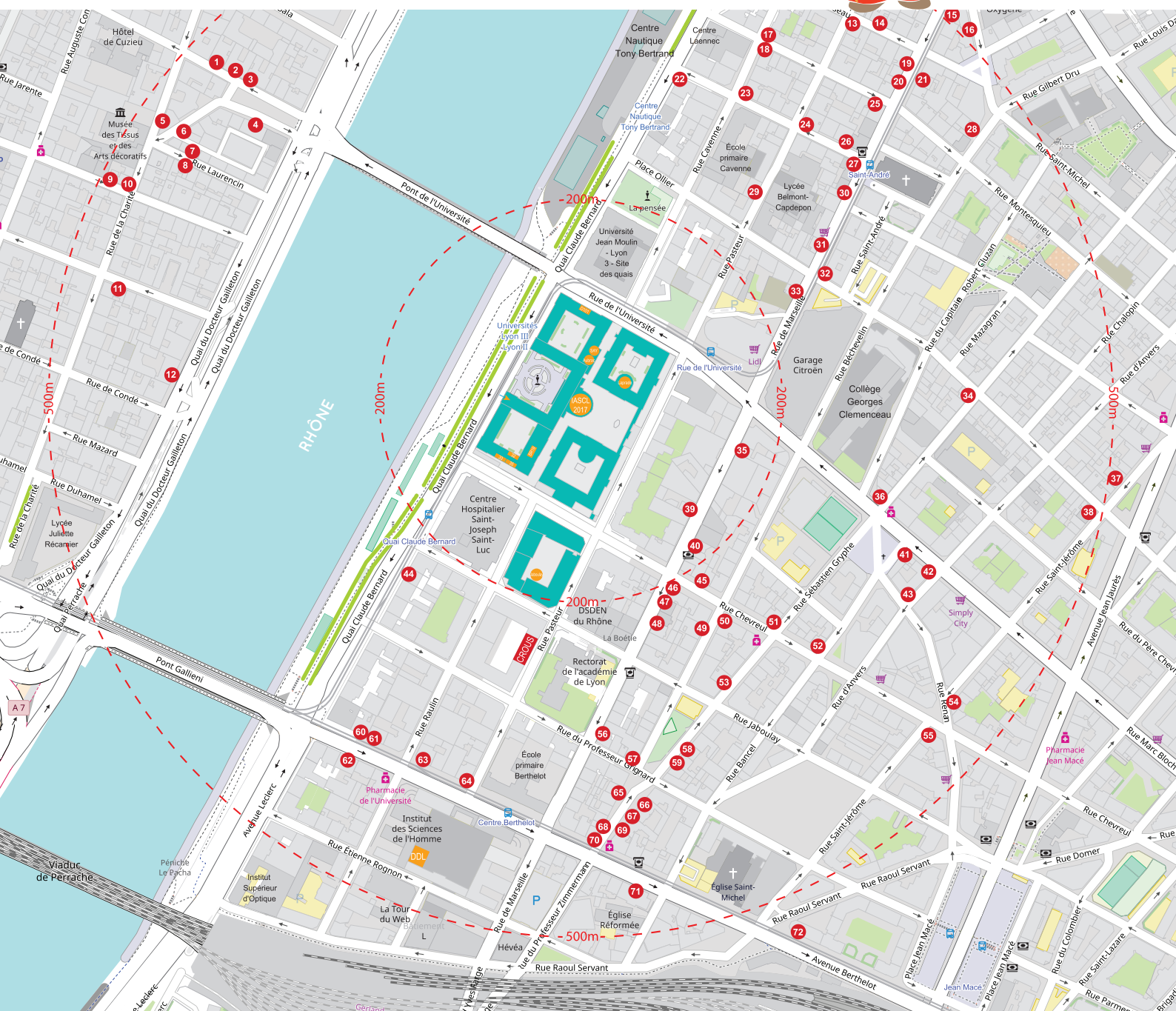
PRACTICAL INFORMATION



LET'S
GO !

WHERE TO LUNCH?

AROUND THE CONFERENCE VENUE...



 Supermarket  Drugstore  Cash  Public Transportation

- 1 TARTUFO**
37 rue Sainte-Hélène
ITALIAN
- 2 POP'S CAFÉ**
39 rue Sainte-Hélène
FRENCH
- 3 LE VIVARAIS**
1 place Gailleton
FRENCH
- 4 BISTROT LA VARENNE**
5 place Gailleton
FRENCH
- 5 LE JARDIN DE BERTHE**
3 rue de Fleurieu
FRENCH (SALAD)
- 6 MOMENTO SAPORI & VINI**
4 rue de Fleurieu
ITALIAN
- 7 BOUCHON THOMAS**
3 rue de Laurencin
FRENCH (LYONNAIS)
- 8 RESTAURANT THOMAS**
6 rue de Laurencin
FRENCH
- 9 POËLON D'OR**
29 rue des Remparts d'Ainay
FRENCH (LYONNAIS)
- 10 L'ÉTOILE D'ORIENT**
31 rue des Remparts d'Ainay
ORIENTAL
- 11 TAKUMI**
50 rue Franklin
JAPANESE
- 12 SHALIMAR**
39 quai Dr Gailleton
INDIAN
- 13 IMOUTO**
21 rue Pasteur
JAPANESE FUSION
- 14 OTO OTO**
14 rue d'Aquesseau
JAPANESE
- 15 TANDOORI HOUSE**
1 rue de Marseille
INDIAN
- 16 WIFAQ**
2 rue Bechevelin
ORIENTAL (KEBAB)
- 17 LE CAFÉ DU NAIN**
5 rue de Montesquieu
FRENCH (LYONNAIS)
- 18 L'ÉTOILE D'ASIE**
13 rue Cavenne
VIETNAMESE
- 19 TANDOOR**
10 rue de Marseille
INDIAN
- 20 ROYAL KAHN'S TANDOORI**
12 rue de Marseille
INDIAN
- 21 KIEN HUG**
9 rue de Marseille
ASIAN
- 22 MACANUDO**
8 quai Claude Bernard
FRENCH
- 23 CHEZ MARION**
14 rue Cavenne
FRENCH
- 24 MAORI**
35 rue Pasteur
ASIAN
- 25 SAVEURS ORIENTALES**
24 rue Montesquieu
ORIENTAL
- 26 LA MAÏOUN**
15 rue de Bonald
FRENCH
- 27 MAISON BALBALI**
24 rue de Marseille
SANDWICHES
- 28 LA TABL'ATURE**
12 rue Bechevelin
FRENCH
- 29 TASTE & SEE**
50 rue Pasteur
ASIAN
- 30 DOSHILACK**
28 rue de Marseille
KOREAN
- 31 FAHIMA TANDOORI**
36 rue de Marseille
INDIAN
- 32 BOULANGERIE DU 29**
29 rue de Marseille
SANDWICHES
- 33 LE CARRÉ BLEU**
42 rue de Marseille
SANDWICHES
- 34 GRYPHE FOOD**
64 rue Sébastien Gryphe
SANDWICHES
- 35 LE LABO**
39 rue de Marseille
FRENCH
- 36 PANI JO**
35 rue de l'Université
ITALIAN
- 37 CARAMEL SALÉ**
8 rue Saint Jérôme
FRENCH (CRÊPES)
- 38 VIEILLE CANAILLE**
14 rue Saint Jérôme
FRENCH
- 39 LA PICCOLA LAMBRETTA**
74 rue de Marseille
ITALIAN
- 40 LA FALUCHE**
53 rue de Marseille
FRENCH
- 41 SPEED BURGER**
1 place du Prado
FASTFOOD
- 42 GREG & JERRY'S**
34 rue de l'Université
FASTFOOD
- 43 WASABI**
76 rue d'Anvers
JAPANESE
- 44 CAFÉ DES FACULTÉS**
22 quai Claude Bernard
FRENCH
- 45 BAP**
33 rue Chevreur
KOREAN
- 46 MED**
22 rue Chevreur
ORIENTAL (KEBAB)
- 47 L'AIR 2 RIEN**
65 rue de Marseille
FRENCH
- 48 SIMPLE FOOD**
67 rue de Marseille
FRENCH
- 49 LE SAINT LAURENT**
82 rue de Bechevelin
ITALIAN
- 50 CAFÉ NOVA**
28 rue Chevreur
FRENCH
- 51 EN METS FAIS CE QU'IL TE PLAÎT**
43 rue Chevreur
JAPANESE (FUSION)
- 52 WÀINA**
35 rue Saint-Jérôme
FRENCH (BAR À VINS)
- 53 EXPRESSION DE CHONGQING**
126 rue Sébastien Gryphe
ASIAN
- 54 LE CHEVREUL**
35 rue Saint-Jérôme
FRENCH
- 55 LE JEAN MACÉ**
50 rue Chevreur
ORIENTAL (KEBAB)
- 56 BOULANGERIE DES ÉCOLES**
81 rue de Marseille
SANDWICHES
- 57 SCAROLE & MARCELLIN**
35 Avenue Berthelot
FRENCH (BIO)
- 58 MAMI**
141 rue Sébastien Gryphe
FRENCH
- 59 AGAINST THE GRAIN**
135 rue Sébastien Gryphe
FRENCH (VEGAN)
- 60 CHEZ RICHARD**
3 avenue Berthelot
FRENCH
- 61 KENBO**
3 Avenue Berthelot
ASIAN
- 62 MISTER KEBAB**
2 Avenue Berthelot
ORIENTAL (KEBAB)
- 63 CAFÉ DU 7^E ART**
11 Avenue Berthelot
FRENCH
- 64 BRASSERIE DU MIDI**
15 Avenue Berthelot
FRENCH
- 65 BOUILLON DE CULTURE**
11 place Jules Guesde
FRENCH
- 66 SAMANEMITH**
2 place Jules Guesde
THAI
- 67 YOMMY**
2 place Jules Guesde
JAPANESE
- 68 MOT HAI BA**
9 place Jules Guesde
VIETNAMESE
- 69 MEZA**
4 place Jules Guesde
ORIENTAL (LEBANESE)
- 70 SUBWAY**
27 Avenue Berthelot
FASTFOOD
- 71 LE FOURNIL DES TRADITIONS**
36 Avenue Berthelot
SANDWICHES
- 72 LE VIVALDI NICOLO & MARIA**
49 Avenue Berthelot
ITALIAN

French ● Italian ● Fastfood / Sandwiches ● Japanese / Korean ● Vietnamese / Asian ● Indian ● Oriental ●

| Not Tested ● Approved ● |

SOCIAL EVENTS

IASCL 2017 OPENING CEREMONY INFORMATION

The IASCL 2017 organization team is delighted to welcome you to the opening ceremony of the 14th International Congress for the Study of Child Language.

The ceremony will start at 5 pm and will end around 8:30 PM. After a welcome speech, a touch of humour and Sharon Peperkamp's plenary talk, we will celebrate the beginning of 5 days of high level scientific exchanges around a cocktail dinner and a glass of wine.

First time here in Lyon? Don't miss Mr Heiko Buchholz' quite special (and humouristic) "safari guided tour"! 45 minutes, 2 safaris sessions in English and 1 in French from 8 PM to 9 PM, registration at the IASCL welcome desk.

JUNIOR SCIENTISTS MEETING

Are you a young researcher (post-doc or doctoral student)? Join us for a friendly scientific dating session and imagine your future projects with other junior scientists! This event will take place on Tuesday at 6 PM, after the first poster session. Through our re-purposing of speed dating to an exchange about scientific topics, discover the research interests you may share with your discussion partners. Let's see how many unexpected collaborations will emerge to create innovative language studies!

FUTURE IASCL

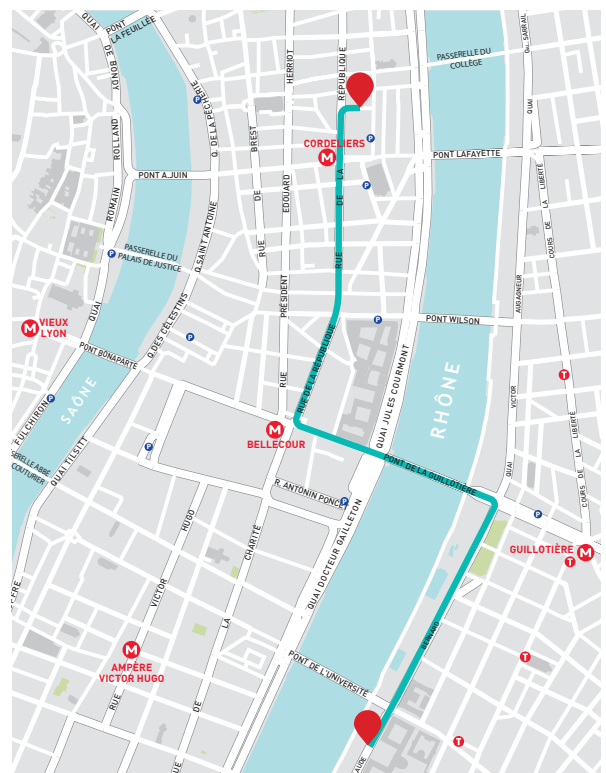
IASCL 2020 will be held in Philadelphia, US. and co-hosted by the University of Delaware and the University of Pennsylvania. Philadelphia, the City of Brotherly Love is the birthplace of the US, its first and only World Heritage City, and conveniently located in the Northeast United States, just 90 minutes from New York City and two hours from Washington, D.C., by train. The city is rich in history, art, and exciting restaurants.

IASCL 2017 GALA DINNER: A NIGHT TO REMEMBER!

The gala dinner will be held on July 20th at the Palais de la Bourse, a very beautiful historic building located in the very center of Lyon. Fine food, jazz music, and most of all great conviviality awaits you in this privileged place usually closed to public.

The evening starts at 7:30 PM and will end around midnight. To enter the Palais de la Bourse, don't forget to bring your IASCL conference badge to pass the security check!

The Palais de la Bourse is located in the "Cordeliers" area, only a 10 minute walk from Bellecour place, and a 20-25 minute walk from the conference venue. It's a very lively area with many restaurants, shops and bars nearby. The nearest subway station is Cordeliers (A line), the last subway is at 0:20 AM. To go back to your hotel you can also use Uber or Chauffeur Privé (Uber's French concurrent) by downloading their app on your mobile application store, or you can call a Lyon taxi company : +33 4 72 10 86 86



Palais de la Bourse, 1 place de la Bourse, 69002 Lyon

PRACTICAL INFORMATION

CONFERENCE REGISTRATION

The registration desk will be open every day from 8.30 AM to 4:30 PM. It is located in the Atrium of the university. You can pick up your badge and conference bag here. Please always wear your badge on the conference site: it serves as your admission ticket for all conference activities and security check.

CLOAKROOM AND LUGGAGE DEPOSIT

The cloakroom is located in the "Salle des Colloques" in the Atrium. It is opened from Monday to Friday 8:30 AM – 6 PM.

LOST AND FOUND

There is a lost and found service at the cloakroom (Salle des Colloques).

QUESTIONS AND REQUEST

The IASCL organization team is here to help you during the conference. They will provide assistance to speakers and participants. All IASCL volunteers are wearing a red armband with IASCL logo, you can also go to the registration and information desk for help or special request.

WI-FI

Wi-Fi is available at the conference venue. The Eduroam network is accessible for all participants. If you already have access to the Eduoram network at your home university, you should have instant access. If not, please go to IASCL welcome desk for help.

PLENARY TALKS ONLINE

Plenary talks will be streamed online, the link can be found on the conference website.

IASCL MOBILE APPLICATION

All conference information can be found on our IASCL 2017 mobile app. The app is available on App Store (Apple), Play Store (Google) and Windows Store (Microsoft).

SIGN LANGUAGE INTERPRETATION

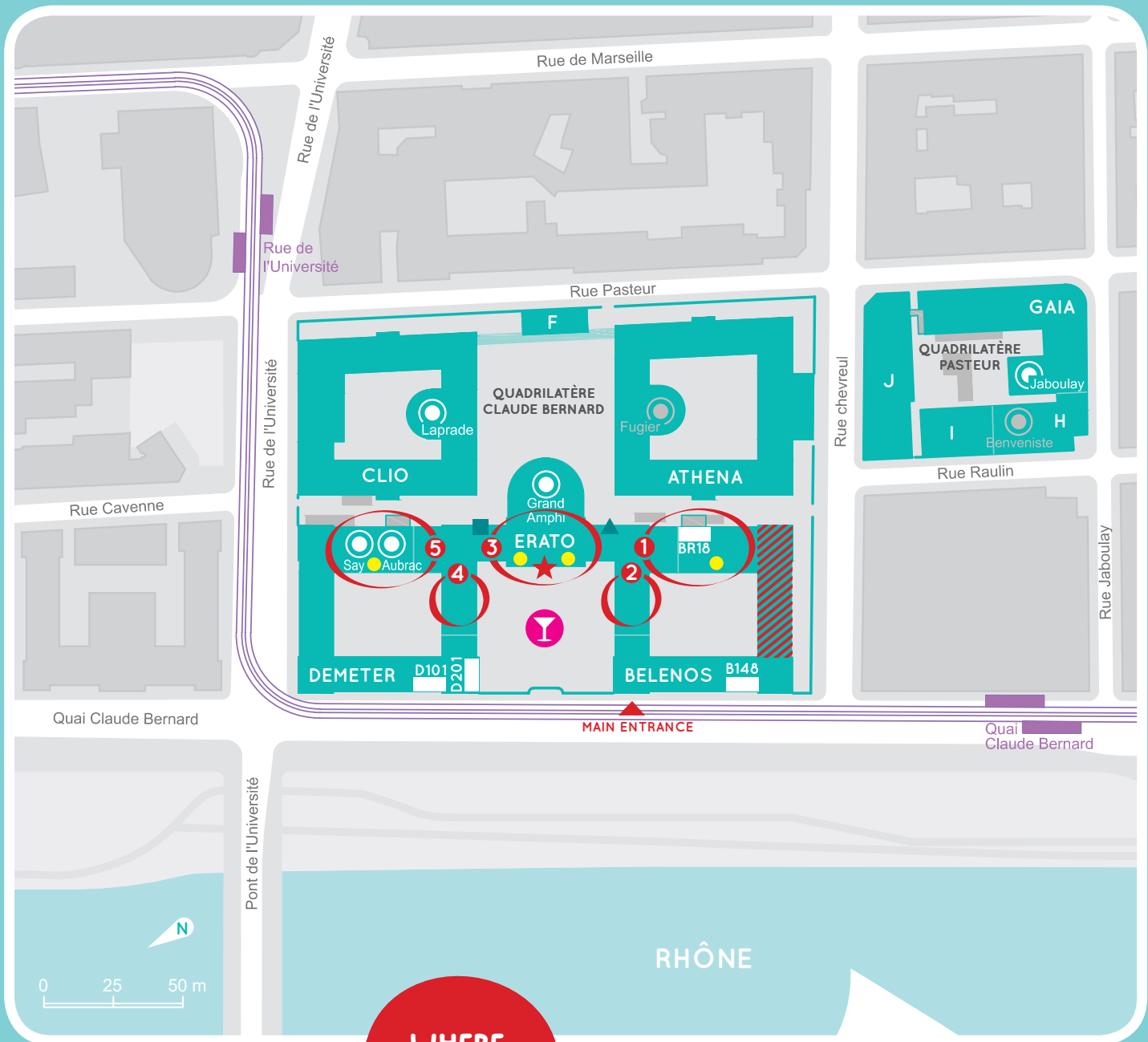
All plenary talks in the Grand Amphithéâtre will be ASL Interpreted.

CITY CENTER

Lyon city center is mostly on the Presqu'île (Peninsula) and the city main place is Place Bellecour. To reach the city center, you have to cross the Rhone River. From the conference venue, you can take the Pont de l'Université (university bridge), Place Bellecour is at only 10 minutes walk.

PUBLIC TRANSPORT

You can consult maps and timetables on www.tcl.fr/en. A basic ticket costs 1.8 euros, it is valid for one trip, on the TCL network, during one hour after it is first stamped. Changes are allowed with the same ticket.



WHERE IS IT?

- AMPHITHEATER
- ▨ TUTORIALS AREA
- POSTER ZONE
- COFFEE BREAKS
- ▲ CLOAKROOM
- EXHIBITORS
- ★ REGISTRATION DESK AND HELP DESK
- TRAMWAY STATION



UNIVERSITÉ
LUMIÈRE
LYON 2
UNIVERSITÉ DE LYON

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