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Committees

Officers

President:	Michael Tomasello (Germany)
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Secretary:	Steven Gillis (Belgium)
Assistant Secretary:	Brian MacWhinney (USA)
Treasurer:	Anna Theakston (UK)
Assistant Treasurer:	Judith Becker Bryant (USA)

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Maria Cristina Caselli, Italy
Jasone Cenoz, Spain
Stella Ceytlin, Russia
Susan Foster-Cohen, UK
Thomas Hun-tak Lee, Hong Kong
Regina Lamprecht, Brazil
Elena Lieven (ex-officio, Journal of Child Language Editor), Germany
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Jon Miller, USA
Tamiko Oguro, Japan
Miguel Pérez-Pereira, Spain
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Miquel Serra de Raventos, Spain
Ludovica Serratrice (Child Language Bulletin Editor), UK
Juliana Stojanova, Bulgaria
Frank Wijnen, The Netherlands

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Wolfgang Klein, Nimwegen
Elena Lieven, Leipzig
Jürgen Meisel, Hamburg
Zvi Penner, Konstanz
Michael Tomasello, Leipzig
Rosemary Tracy, Mannheim
Sabine Weinert, Bamberg

Local Organizing Committee

Dagmar Bittner, Zentrum für Allgemeine Sprachwissenschaft, Typologie und Universalienforschung Berlin
Natalia Gagarina, Zentrum für Allgemeine Sprachwissenschaft, Typologie und Universalienforschung Berlin
Barbara Höhle, Universität Potsdam
Christina Kauschke, Universität Potsdam
Gisela Klann-Delius, Freie Universität Berlin
Jürgen Weissenborn, Humboldt-Universität Berlin

Publications Committee

Chair: Annick De Houwer & Steven Gillis (Belgium)



Welcome Messages

From the President

Welcome to IASCL 2005! The local organizers have done a spectacular job in putting together this year's meeting, the 10th of the association's history. This will be one of the biggest IASCL meetings ever, with a dynamic program of invited lectures and events. Berlin is an exciting city, with a unique and interesting mix of the old and the new, and so in addition to the excellent scientific program, the city will provide everyone with more interesting sights and cultural events than they could possibly take advantage of. We are all looking forward to a great meeting (and to the 2008 meeting, already planned, for Edinburgh). Throughout the meeting, if you have any problems, questions, or suggestions please do not hesitate to contact either the IASCL officers or the local organizers. Enjoy!

Michael Tomasello, President IASCL

The Local Organizing Committee

It is a great pleasure for us to welcome you all to the X. International Congress for the Study of Child Language which is generously supported by the Bundesministerium für Bildung und Forschung, the Deutsche Forschungsgemeinschaft and the Deutsche Akademische Austauschdienst.

The Freie Universität is very pleased to have been chosen by the International Association for the Study of Child Language to host this international congress and to welcome such a gathering of distinguished researchers from all over the world. We are delighted to contribute with this event to international exchange and discussion, something which is at the heart of science and one of the most noble functions of institutions such as ours. In addressing key issues such as multilingualism and interculturality, we believe that this conference will foster an intellectual climate of vigorous yet co-operative argument, something which has always been one of this university's foremost concerns.

Since its foundation in 1948 by students who had been relegated for political reasons from the Humboldt University, both international exchange and open-mindedness have consistently played a vital part for those teaching and studying at the Freie Universität. And remaining faithful to this tradition, we are dedicated to contribute to creating a liberal, diverse, and stimulating research environment in Berlin.

Following the fall of the wall and the reunification of the once divided parts of the city, the Berlin area now offers an outstanding range of academic resources with its three universities, the University of Potsdam and a multitude of renowned research centres, a diversity which is reflected in the composition of the local organizing committee.

We are very happy to welcome you here in Berlin. The Berlin of today, aware of its fraught history, is marked by vibrant communities and cultures from all parts of the world, living and working together - oftentimes a challenge, but a rewarding one. Museums, galleries, established and off theatres, the famous Philharmonic concert hall and three opera houses offer an extraordinary range of cultural activities and entertainment. What ever you would like to do after a day full of presentations and discussions: take your pick and enjoy.

The local organizing committee

Dagmar Bittner, Natalia Gagarina
Zentrum für Allgemeine Sprachwissenschaft, Typologie und Universalienforschung Berlin

Barbara Höhle, Christina Kauschke
Universität Potsdam

Gisela Klann-Delius
Freie Universität Berlin

Jürgen Weissenborn
Humboldt Universität



General Information

Organization

CTW – Congress Organisation Thomas Wiese GmbH
Hohenzollerndamm 125
14199 Berlin, Germany

Phone +49 (0)30 – 85 99 62-13
Fax +49 (0)30 – 85 07 98 26
E-mail iascl@ctw-congress.de
Internet www.ctw-congress.de

Conference Venue

Freie Universität Berlin (FUB)
Henry Ford Building
Garystr. 35
14195 Berlin
Germany

See page 7 for map.

How to Get to the Conference Venue

Public Transport

The conference venue can be reached by underground train line U3 (direction Krumme Lanke), the station next to the conference buildings is called Thielplatz (5 min. walking distance to Henry Ford Building).

Please note that the corporate logo of the Berlin Suburban Train Ltd. (S-Bahn-Berlin GmbH) and the traffic Interconnection of Berlin Brandenburg (Verkehrsverbund Berlin-Brandenburg) which enables you to travel on buses, suburban trains (S-Bahn), trams and the underground railway (U-Bahn) within the AB fare zone will be printed on your congress badge.

We kindly ask you to keep that name tag with you whenever using the public transport between July 25–29, 2005. The name tag is equivalent to a ticket and has to be shown in case of checking. It has not to be validated.

Taxi

If you want to arrange for a taxi, numbers to call are: +49 (0)30 – 26 10 26 or +49 (0)30 – 21 01 01, otherwise please consult your hotel reception or the Info-Desk of the Congress.

Parking

Kindly note that parking possibilities in the near surroundings of the Henry Ford Building are limited.

Registration Counter/Conference Office

Phone +49 (0)30 – 83 20 24 60
Fax +49 (0)30 – 83 22 72 19

Monday, July 25, 2005	12.30–20.00 h
Tuesday, July 26, 2005	08.00–18.00 h
Wednesday, July 27, 2005	08.00–18.00 h
Thursday, July 28, 2005	08.00–18.00 h
Friday, July 29, 2005	08.00–18.00 h



Name Tag

Your personal name tag should be worn during the whole conference. In case of loss no replacement is possible.

We kindly ask you to keep that name tag with you whenever using the public transport between July, 25–29, 2005. This name tag is equivalent to a ticket and has to be shown in case of checking.

Symposia & Paper Presentations

The conference language is English. The duration of an oral presentation is limited to 30 minutes and for symposia is limited to 90 minutes including discussion.

All lecture halls will be equipped with an overhead projector, a beamer and a laptop. You are requested to bring your presentation on a CD-ROM or a memory stick.

Please bring your CD-ROM or your memory stick at the latest two hours prior to your session to the media-check (HFB/KS 2). For morning sessions you might bring your presentation already the evening before.

Poster

Subdivision of Posters:

P1-01 – P1-72	Poster Session 1: Tuesday, July 26, 2005	13.00–14.30 h
P2-01 – P2-85	Poster Session 2: Wednesday, July 27, 2005	13.00–14.30 h
P3-01 – P3-87	Poster Session 3: Thursday, July 28, 2005	13.00–14.30 h
P4-01 – P4-77	Poster Session 4: Friday, July 29, 2005	13.00–14.30 h

The posters should be mounted at the day of your poster session between 08.00 h and 09.00 h. Posters will be on display from 9.00 to 18.00. Note that all posters which have not been removed on 18.00 h at the day of your poster session will be removed and put into the garbage.

The poster exhibition will take place in the Senatsaal of the Henry Ford Building. The poster boards are 90 cm wide and 130 cm high. The material for mounting the posters will be supplied by the local organizers. No other material should be used.

Internet Corner/Facilities

Four computers with internet access and a printer will be available to the participants at the KS 2 (first floor) of the Henry Ford Building. These computers should not be used longer than 5 minutes per person.

Social Program

Monday, July 25, 2005, 20.00 h

Reception in the Henry Ford Building (the registration fee includes the reception)

Thursday, July 28, 2005, 20.00 h

Conference Dinner at the Glass House of the Botanical Garden

Public transport

- » take the U3 to Dahlem Dorf
- » change to the bus X83 (direction Rathaus Steglitz)
- » get off at Königin-Luise-Platz
- » you will find yourselves in front of the entrance to the Botanical Garden

Walking distance

- » approx. 20 minutes



Exhibitors and Sponsors

It would not have been possible to organize a conference of this dimension without industrial support. We wish to thank the following companies for their participation in the industrial exhibiton and other means of sponsoring.

- » Cambridge University Press, Cambridge
- » Folkmanis Puppets, Reichenberg
- » John Benjamins Publishing Co., Amsterdam
- » Lawrence Erlbaum Associates, Inc. and Brookes Publishing Co.
- » Multilingual Matters, North Somerset
- » Oxford University Press, Oxford
- » Walter de Gruyter GmbH & Co. KG, Berlin

Food and Beverages

During the coffee breaks coffee and tea will be offered free of charge in the foyers of the Henry Ford Building.

For lunch or to have a snack you may choose the university restaurant or one of the restaurants near by.

The list offers restaurants situated within walking distance of the Congress venue. Since most places will be crowded at noon it is recommended to make reservations.

Two large Mensae (cafeterias) are available on the Campus of the Freie Universität. Since it is not possible to pay cash in the mensae you have to buy a prepaid card at the registration desk. For the card we take a deposit of € 1.50 wich you will get back by returning the card. For the recharge of the cards there are charging machines at the entrances to the mensae. Within Mensa 2 there is a cafeteria for fast food where you can pay cash. If you have an International Student Card, you will get a discount.

See map page 7.

Name	Address	Phone	Opening Hours	Walking Distance
1. McDonald's fast food	Clayallee 101		Daily: 10.00–24.00 h	30 min.
2. Chalet-Suisse Restaurant	Clayallee 99	+49 (0)30 – 8 32 63 62	Daily: 11.30–24.00 h	40 min.
3. Alter Krug Restaurant	Königin-Luise-Straße 48	+49 (0)30 – 8 32 70 00	Daily: 10.00–24.00 h	25 min.
4. Luise Pub Tavern	Königin-Luise-Straße 40–42	+49 (0)30 – 8 41 88 80	Daily: 10.00–01.00 h	25 min.
5. Piaggio Restaurant	Königin-Luise-Straße 44	+49 (0)30 – 83 20 22 66	Daily: 11.00–24.00 h	25 min.
6. Villa del Sol Restaurant	Clayallee 146	+49 (0)30 – 8 32 68 70	Daily: 12.00–24.00 h	20 min.
7. Mensa 2	Otto-von-Simson-Straße 26		Daily: 11.00–14.30 h	5 min.
8. Galileo Restaurant	Otto-von-Simson-Straße 26	+49 (0)30 – 8 31 23 77	Mo–Fr: 11.00–21.00 h	10 min.
9. DeliGate Restaurant	Ihnestraße 16–20	+49 (0)30 – 84 13 39 17	Mo–Fr: 12.00–15.00 h 18.00–21.00 h	5 min.
10. Creperie Aux Delices Normands Tavern	Ihnestraße 29	+49 (0)30 – 83 22 82 12	Mo–Fr: 08.00–21.00 h Sa–Su: 08.00–20.00 h	5 min.
11. Mensa 1	Van't-Straße 6	+49 (0)30 – 83 00 25 10	Daily: 11.00–15.30 h	10 min.
12. La Favorita Restaurant	Habelschwerdter Allee 23	+49 (0)30 – 8 32 88 00	Tu–Sa: 17.00–01.00 h Su: 12.00–22.00 h	10 min.
13. Altensteiner Krug Restaurant	Altensteinstraße 42	+49 (0)30 – 8 32 89 83	Daily: 11.00–02.00 h	10 min.
14. Dalmatia Restaurant	Habelschwerdter Allee 1	+49 (0)30 – 8 31 43 34	Daily: 12.00–24.00 h	10 min.
15. Garibaldi Restaurant	Königin-Luise-Straße 11/Altensteinstraße	+49 (0)30 – 8 32 40 44	Daily: 12.00–24.00 h	25 min.
16. Cafeteria Wirtschafts-wissenschaften	Garystraße 21		Mo–Th: 08.00–17.00 h Fr: 08.00–15.00 h	3 min.
17. Zodiaco Restaurant	Königin-Luise-Straße 44	+49 (0)30 – 8 32 46 47	Daily: 11.00–24.00 h	15 min.
18. Moldau Restaurant	Unter den Eichen 42–43/Asternplatz	+49 (0)30 – 8 31 17 70	Tu: 17.00–24.00 h Wed–Su: 12.00–24.00 h	25 min.
19. Chinese Restaurant Kings Garden	Unter den Eichen 96/Drakestraße	+49 (0)30 – 8 32 82 70	Daily: 12.00–23.30 h	10 min.
20. Il Mulino Restaurant	Adolf-Martens-Straße 2/Knesebeckstraße	+49 (0)30 – 8 32 77 93	Mo–Su: 11.00–24.00 h	15 min.



Liability

Neither the organizer nor CTW – Congress Organisation Thomas Wiese GmbH – are liable for any losses, accidents or damage to persons or objects, regardless of the cause. Participants and accompanying persons attend the conference and all accompanying events at their own risk and responsibility.

Conference Buildings

HFB – Henry Ford Bau (Henry Ford Building), Garystr. 35, 14195 Berlin, Germany

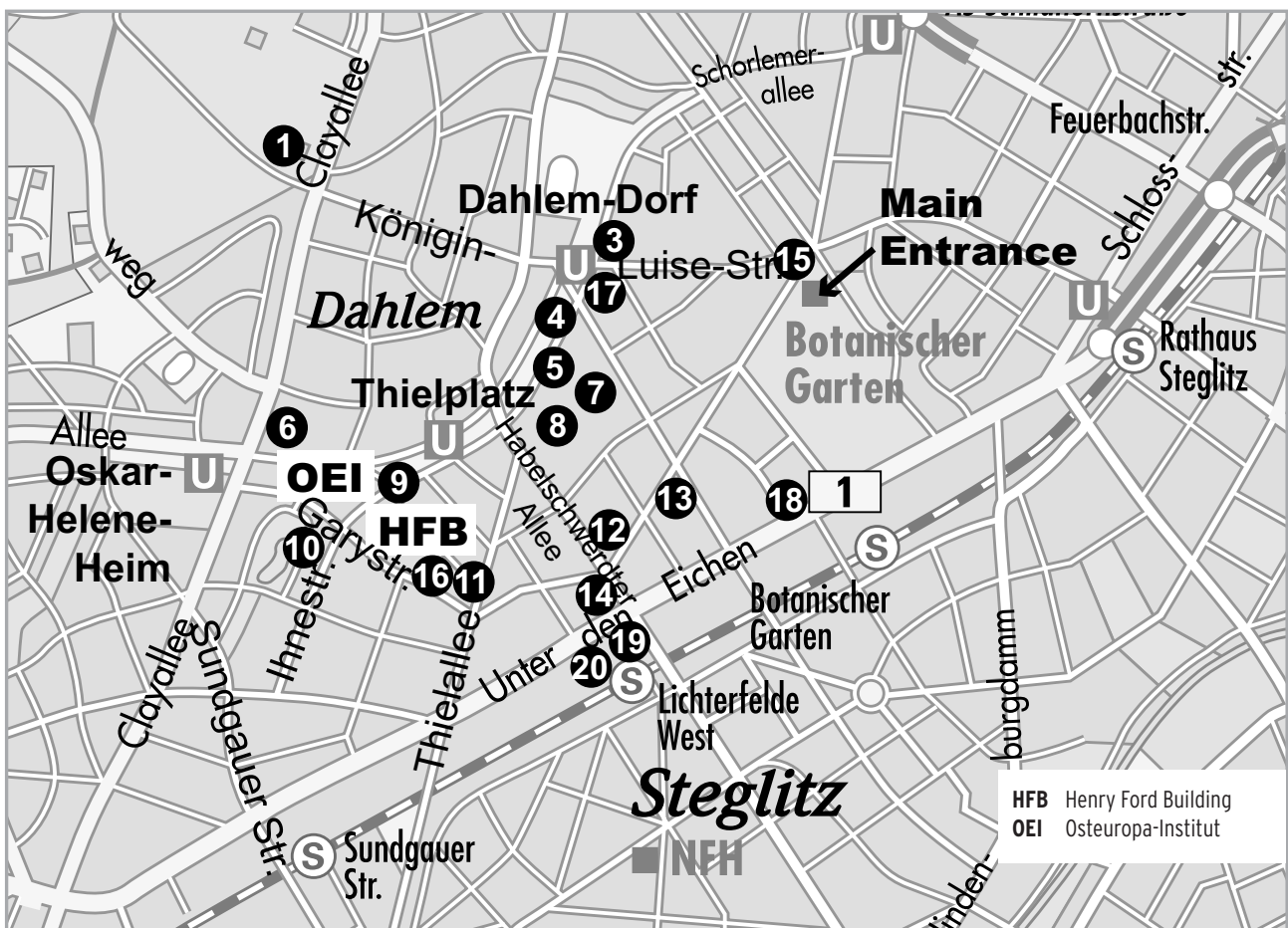
Ground Floor Audimax, HS A, HS B

First Floor HS C, HS D, Akademischer Senatsaal, KS 2

OEI – Osteuropa-Institut (Institute for East-European Studies), Garystr. 55, 14195 Berlin, Germany

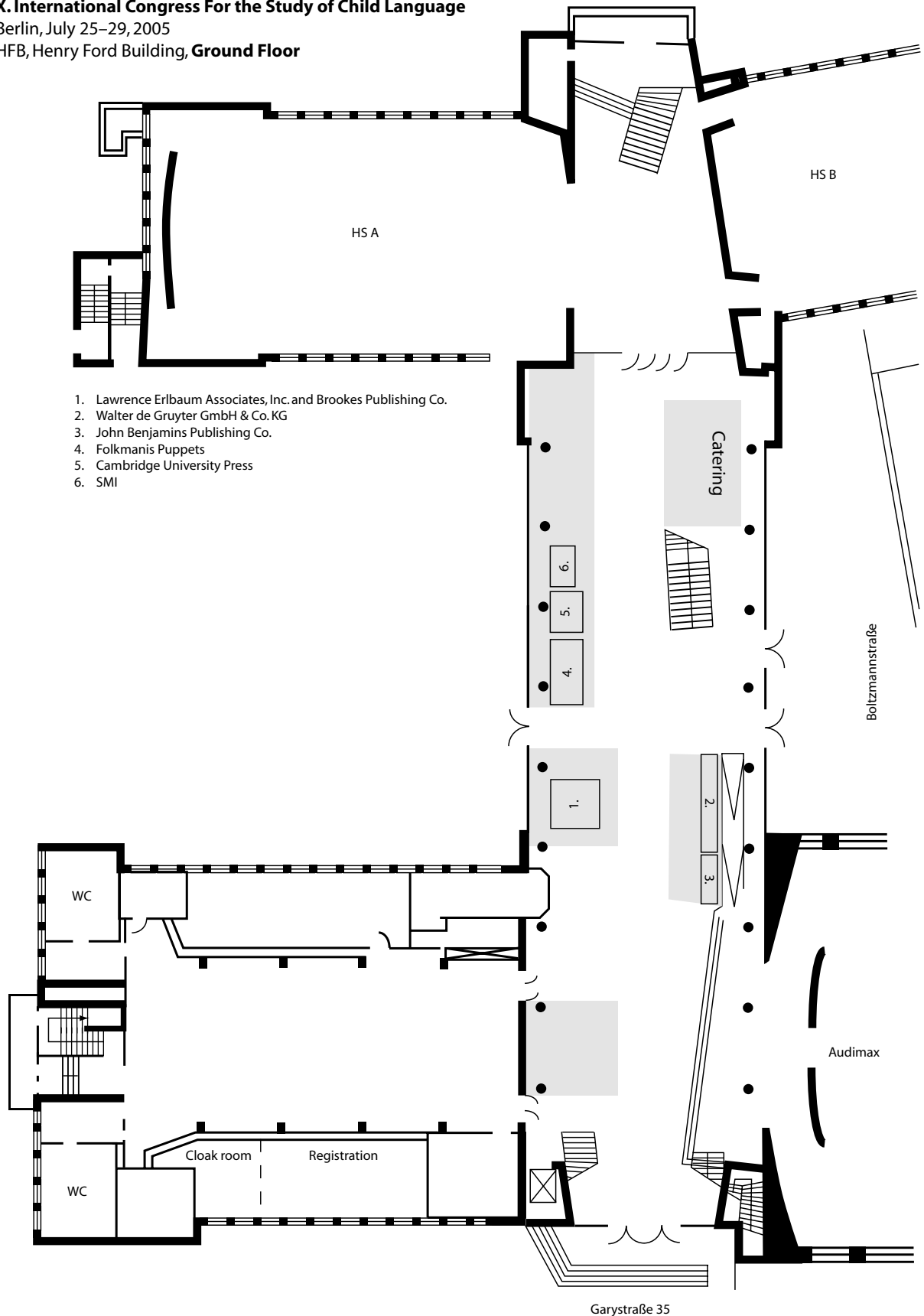
First Floor HS 105, HS 121

Third Floor R 301, R 302 a, R 302 b, R 323



Location map including conference buildings, botanical garden and restaurants

X. International Congress For the Study of Child Language
Berlin, July 25–29, 2005
HFB, Henry Ford Building, **Ground Floor**

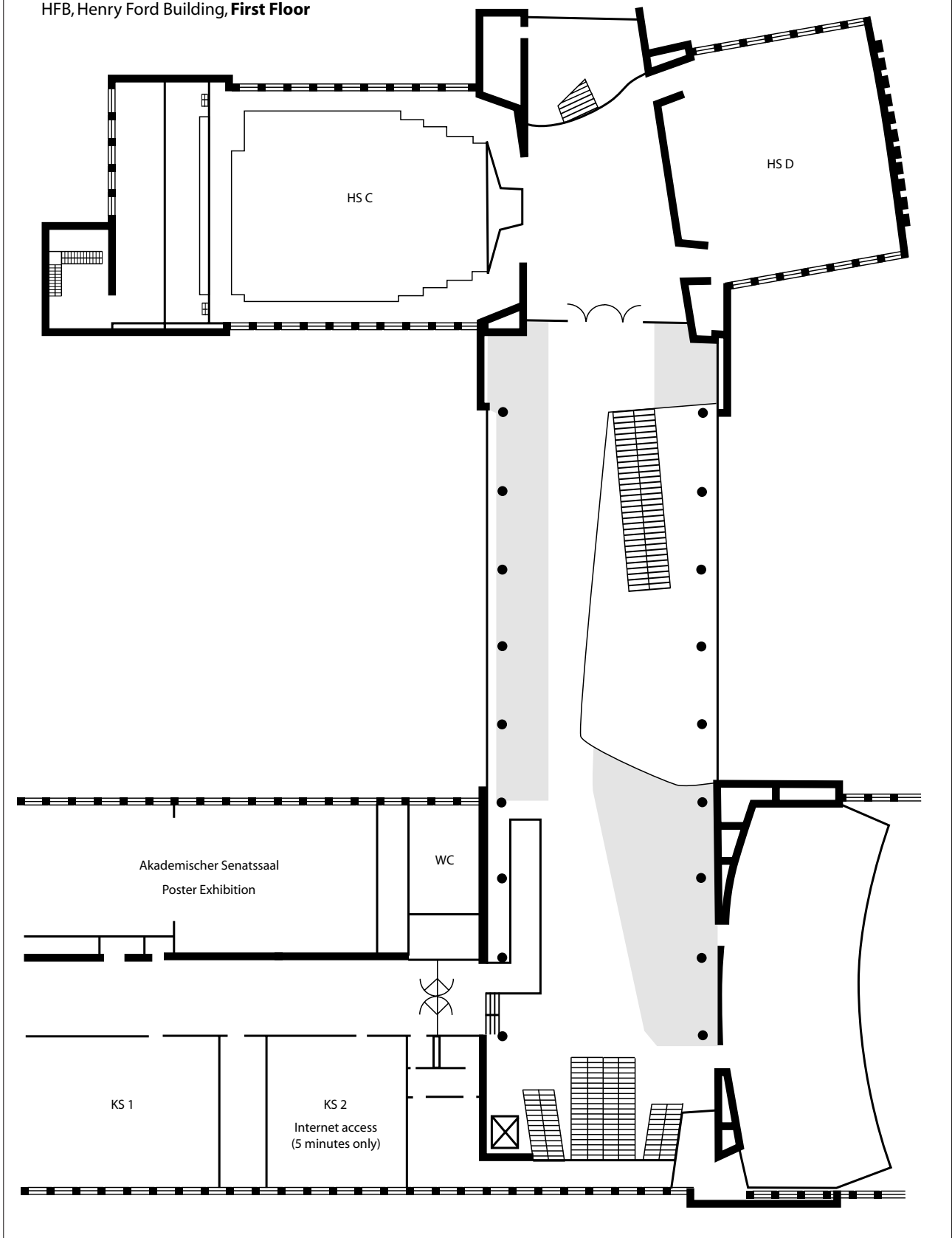




X. International Congress For the Study of Child Language

Berlin, July 25–29, 2005

HFB, Henry Ford Building, **First Floor**



Week at a Glance

Monday, July 25, 2005

12.30–17.30 h	Registration
18.00–18.30 h	Opening Session
18.30–20.00 h	Plenary Speech 1 Jeffrey L. Elman Learning and Generalization: Lessons from Neural Networks
20.00 h	Reception

Tuesday, July 26, 2005

09.00–10.30 h	Plenary Speech 2 Angela D. Friederici From Word to Sentence Processing: ERPs as a Window to Language Development
10.30–11.00 h	Coffee Break
11.00–13.00 h	Paper Sessions
13.00–14.30 h	Lunch Break/Poster Session 1
14.30–16.00 h	Symposia & Paper Sessions
16.00–16.30 h	Coffee Break
16.30–18.00 h	Symposia & Paper Sessions
18.30 h	Special Symposium in Honor of Dan Slobin

Wednesday, July 27, 2005

09.00–10.30 h	Plenary Speech 3 Ray Jackendoff Alternative Minimalist Visions of Language
10.30–11.00 h	Coffee Break
11.00–13.00 h	Paper Sessions
13.00–14.30 h	Lunch Break/Poster Session 2
14.30–16.00 h	Symposia & Paper Sessions
16.00–16.30 h	Coffee Break
16.30–18.00 h	Symposia & Paper Sessions
18.15 h	Business Meeting

Thursday, July 28, 2005

09.00–10.30 h	Plenary Speech 4 Elizabeth S. Spelke Language, Core Knowledge and the Biological Foundations of Math and Science
10.30–11.00 h	Coffee Break
11.00–13.00 h	Paper Sessions
13.00–14.30 h	Lunch Break/Poster Session 3
14.30–16.00 h	Symposia & Paper Sessions
16.00–16.30 h	Coffee Break
16.30–18.00 h	Symposia & Paper Sessions
20.00 h	Conference Dinner at the Glass House of the Botanical Garden

Friday, July 29, 2005

09.00–10.30 h	Plenary Speech 5 Joan L. Bybee Implications of Grammaticalization for a Theory of Language
10.30–11.00 h	Coffee Break
11.00–13.00 h	Paper Sessions
13.00–14.30 h	Lunch Break/Poster Session 4
14.30–16.00 h	Symposia & Paper Sessions
16.00–16.30 h	Coffee Break
16.30–18.00 h	Symposia & Paper Sessions



Plenary Speakers

Monday, July 25, 2005 Plenary Speech 1

Jeffrey L. Elman

Department of Cognitive Science, University of California, San Diego, USA

Jeffrey L. Elman joined the UCSD Linguistics Department in 1977 after receiving his Ph. D. from University of Austin at Texas. In 1986, Elman helped found the Department of Cognitive Science – the first such department in the world – where he served as Chair from 1994 to 1998. Elman is currently Professor of Cognitive Science, Associate Dean of the Division of Social Sciences at UCSD, and Founding Co-Director of the Kavli Institute for Brain and Mind.

Elman is one of the pioneers in the field of artificial neural networks. His early model of speech perception, the TRACE model, remains one of the major theories in the field. In 1990 he developed the Simple Recurrent Network architecture (the so-called “Elman net”) which is today widely used in cognitive science to understand behaviors that unfold over time. His recent book, *Rethinking Innateness: A Connectionist Perspective on Development* (with Bates, Johnson, Karmiloff-Smith, Parisi, Plunkett, 1996), introduces a new theoretical framework for understanding the nature/nurture debate. Currently, Elman’s research focus is on language processing, development, and computational models of cognition.

Elman was President of the Cognitive Science Society from 1999 to 2000 and in 2001 was selected as one of five Inaugural Fellows of the Society. Also in 2001, Elman was awarded an honorary degree from New Bulgarian University. New Bulgarian University elected Elman as Doctor Honoris Causa and lauded him for his contribution to the development of the neural networks approach and for the breakthroughs he has made towards a deeper understanding of learning, development and language.

Learning and Generalization: Lessons from Neural Networks

Usage-based approaches to language have gained great popularity in a variety of domains, including theoretical linguistics, natural language processing, child language acquisition, and computer modeling. The evidence that language knowledge and language use are extremely sensitive to the fine details of experience is quite persuasive, and compatible with a number of statistically-based learning methods.

Nonetheless, there are a number of important questions and outstanding problems to be considered: What are the limits to statistically-based learning? Do language users literally record their experience in some numerical form? How do we explain abstraction and generalization beyond literal experience? How closely tied to experience should we expect language processing to be? In short, what is the nature of generalization in such models?

These questions will be the focus of my talk. I shall argue in favor of usage-based language knowledge, but I shall also argue for the importance of constraints. The crucial question is what the nature is of these constraints: Are they domain-specific to language, or do they reflect constraints from other sources that intersect to yield a language-specific outcome?

Tuesday, July 26, 2005 Plenary Speech 2

Angela D. Friederici

Max-Planck-Institute für Human Cognitive and Brain Sciences, Leipzig, Germany

Angela D. Friederici studied Linguistics and Psychology, she received her PhD 1976 at the University of Bonn, Postdoc at MIT, Cambridge (MA) USA, 1980–1989 She was Research Associate at the Max-Planck-Institute for Psycholinguistics, The Netherlands. 1989–1994 Professor of Cognitive Science at the Free University of Berlin. Since 1994 she is Founding Director of the Max-Planck-Institute for Human Cognitive and Brain Sciences (formerly MPI of Cognitive Neuroscience) in Leipzig. She is Honorary professor at the Universities Leipzig (Psychology), Potsdam (Linguistics) and Berlin (Charité University Medicine).

Science Awards are: 1987 Heisenberg Fellowship of the German Research Foundation (DFG), 1990 Alfried Krupp Award of the Alfried Krupp von Bohlen and Halbach-Stiftung 1997 Gottfried Wilhelm Leibniz Price of the German Research Foundation (DFG), 1999 Daimler Chrysler Fellowship at the Center for Advanced Study Berlin. Member of the Berlin-Brandenburg Academy of Science and Member of the German Academy of Natural Sciences (Leopoldina).

From Word to Sentence Processing: ERPs as a Window to Language Development

A central question of language acquisition is whether it proceeds in a continuous or discontinuous manner. Behavioral studies have provided evidence for either view. The use of event-related brain potential (ERP) measures may help to answer this question, as there are particular ERP components that have been related to different aspects of language processing in adults. A particular ERP component reflecting the processing of intonational phrase boundaries is present in infants as young as 9 months. The N400 component reflecting lexical-semantic processes in adults can already be observed in 14 months old children when processing their first words, and somewhat later when processing semantically incongruent sentences. Within the syntactic domain an adult-like biphasic ERP pattern (ELAN-P600) is already present by the age of 32 months for the processing of local phrase structure violations. Shortly after that an adult-like ERP pattern can be observed for violations of subject-verb agreement. These adult-like ERP patterns are sometimes accompanied by additional infant specific components signaling a particular sensitivity to acoustic-phonological parameters. The combined results are in support of a continuity view of language development, and suggest that sensitivity to lower level information may help to establish the adult-like processes.



Wednesday, July 27, 2005
Plenary Speech 3

Ray Jackendoff

Brandeis University, Waltham, USA

Ray Jackendoff is Professor of Linguistics at Brandeis University and 2003 President of the Linguistic Society of America. His most recent book is *Foundations of Language* (Oxford, 2002). His book *Simpler Syntax*, co-authored with Peter Culicover, will be published by Oxford University Press in the summer of 2005.

Alternative Minimalist Visions of Language

The Minimalist Program proposes to rebuild a theory of the language capacity from absolutely minimal assumptions. While this goal is important, I will show that the implementation adopted by the Minimalist Program is in many respects empirically and methodologically inadequate. An alternative minimalist approach, based on more robust basic principles and a constructionist view of the relation between lexicon and grammar, offers a more satisfactory starting point on grounds of empirical coverage, learnability and possibly evolution.

Thursday, July 28, 2005
Plenary Speech 4

Elizabeth S. Spelke

Harvard University, Cambridge, USA

Elizabeth S. Spelke received a Ph. D. in Psychology from Cornell University in 1978. After positions held at the University of Pennsylvania, Cornell University, and MIT, she is since 2001 Professor in the Department of Psychology at Harvard University, and Co-Director of the Mind, Brain, and Behavior Inter-faculty Initiative, Harvard University.

Recent honors are Fellow, American Association for the Advancement of Science, 2002; America's Best in Science and Medicine, Time Magazine, 2001; Ipsen Prize in Neuronal Plasticity, Fondation Ipsen, Paris, 2001; Distinguished Scientific Contribution Award, American Psychological Assoc., 2000; William James Award, American Psychological Society, 2000.

Among her recent publications are Hespos, S. J. & Spelke, E. S. (2004). Precursors to spatial language. *Nature*, 430, 453-456; Spelke, E.S. (2003). What makes us smart? Core knowledge and natural language. In D. Gentner and S. Goldin-Meadow (Eds.), *Language in Mind*. Cambridge, MA: MIT Press; Spelke, E. S. & Hespos, S. J. (2002). Conceptual development in infancy: The case of containment. In N. L. Stein, P. J. Bauer, & M. Rabinowitch (Eds.), *Representation, Memory, and Development: Essays in honor of Jean Mandler*. Hillsdale, NJ: Erlbaum, and Spelke, E. S. & Tsivkin, S. (2001). Language and number: A bilingual training study. *Cognition*, 78, 45-88.

Language, Core Knowledge and the Biological Foundations of Math and Science

What allows humans, and only humans, to construct formal systems of knowledge of number, space, and the material world? Drawing on studies of human infants and young children, of non-human primates, and of adults in diverse cultures, I suggest that the human capacity for science and mathematics is founded in two kinds of early-developing cognitive systems. One is a set of systems of core knowledge, shared with other animals, that permit rapid learning about objects, space, and number. The other is the language faculty, unique to humans. Each of these systems has a strong biological basis. Contrary to recent suggestions, however, none of the systems shows a pattern of gender differences that could account for the differential success of men and women in today's math and science faculties.

Friday, July 29, 2005
Plenary Speech 5

Joan L. Bybee

University of New Mexico, Albuquerque, USA

Joan L. Bybee received a Ph. D. in Linguistics from the UCLA in 1973 and was on the faculty at the State University of New York at Buffalo from 1973-1989. She is now Regents' Professor in the Department of Linguistics at the University of New Mexico, where she served as department chair from 1999 to 2002. Bybee's research interests include theoretical issues in phonology and morphology, language universals and linguistic change. Her books include *Morphology* (1985), *The Evolution of Grammar* (with Revere Perkins and William Pagliuca, 1994) and *Phonology and Language Use* (2001). Edited volumes include *Modality in grammar and discourse* (with Suzanne Fleischman, 1995) and *Frequency and the emergence of linguistic structure* (with Paul Hopper, 2001). In 2004 she served as the President of the Linguistic Society of America.

Implications of Grammaticalization for a Theory of Language

Grammaticalization is the process by which grammatical morphemes are formed from lexical items within constructions. During this process items change their categories, constituency relations change, meaning changes and phonology becomes reduced. Examples are the change of *willan*, an Old English verb meaning 'to want', to the Modern English future marker *will* or 'll; the development of the indefinite article *a/an* from the word for 'one'. Such changes occur in all languages in very similar ways and indeed provide the source of all grammatical morphemes. Grammaticalization occurs very gradually and is propelled by the use of language in context.

The facts of grammaticalization have far reaching consequences for our understanding of internalized grammar. The effects of the frequency increases that occur in grammaticalization (conventionalization of implicature, phonological reduction, chunking, bleaching of meaning) demonstrate that language structure is highly impacted by language use. The fact that the process is gradual and produces a wide range of variation suggests to many researchers that even an individual's grammar may contain more than one analysis of a given surface string. The fact that grammar is created and recreated over time from the lexical material of the language suggests that specific linguistic structures are not innate, but rather that the cognitive processes that drive change are. These cognitive processes are operable not just in acquisition, but also in language use, where chunking, categorization, and inferencing all occur on line in adult language use.

The view of grammar afforded by this understanding of the dynamics of change implies that what children have to learn are not static structures isolated from variation and context, but rather highly contextualized structures with a range of meanings or uses. The fact that grammaticalizing constructions compete with established constructions and the balance between them changes gradually implies that quantitative distributions in the input may influence acquisition.



Program

Monday, July 25, 2005

12.30–17.30 h

Registration

Room: Audimax

18.00–18.30 h

Opening Session

Room: Audimax

18.30–20.00 h

Plenary Speech 1

Chair: Elena Lieven, Germany

Learning and Generalization: Lessons from Neural Networks

Jeffrey L. Elman

Department of Cognitive Science, University of California, San Diego, USA

20.00 h

Reception



Tuesday, July 26, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 2

Chair: Gisela Klann-Delius, Germany

From Word to Sentence Processing: ERPs as a Window to Language Development

Angela D. Friederici

Max-Planck-Institute für Human Cognitive and Brain Sciences, Leipzig, Germany

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 1

Chair: Christina Schelletter, UK

Noun and Verb Naming in German and Korean: A Crosslinguistic Study

Christina Kauschke (1), Hae-Wook Lee (2), Soyeong Pae (3)

(1) University of Potsdam, Institute of Linguistics, Potsdam, Germany; (2) Pusan University of Foreign Studies, Pusan, Korea; (3) Hallym University, Division of Speech Pathology and Audiology, Hallym, Korea

First Words, Nouns and Verbs – Data from Two East African Languages

K. J. Alcock (1), K. Rimba (2), A. Abubakar (2), P. Holding (2)

(1) Lancaster University, Lancaster, UK; (2) Center for Geographic Medicine-Coast, KEMRI, Kilifi, Kenya

Are Nouns Always Learned before Verbs?

Naime Feyza Türkyay, Hatice Sofu

Çukurova University, Adana, Turkey

A Prospective Study to Identify Early Predictors of Language Delay at 4 Years:

A Report on 8- and 12-month Data from the CSBS and MCDI

Sheena Reilly (1), Edith L. Bavin (1), Melissa Wake (2), Margot Prior (3), Jo Williams (2), Patricia Eadie (1), Yin Barrett (2)

(1) La Trobe University, Melbourne, Australia; (2) Royal Children's Hospital, Melbourne, Australia; (3) Melbourne University, Melbourne, Australia

Room: HFB/HS B
11.00–13.00 h

Paper Session 2

Chair: Angela Grimm, Germany

Early Prosodic Word Acquisition in Catalan and in Spanish

Pilar Prieto (1), Marta Saceda (2)

(1) ICREA-UAB, Barcelona, Spain; (2) UAB-UB, Barcelona, Spain

Phonological Features in Early Words: Evidence from Perception and Production

Suzanne van der Feest, Paula Fikkert

Radboud University Nijmegen, The Netherlands

Foot, Word and Phrase Constraints in First Language Acquisition of Spanish Stress by Monolingual and Bilingual Children

Conxita Lleó, Javier Arias

University of Hamburg, Hamburg, Germany

Liaison, Construction and Word Formation in French: A Developmental Scenario

Jean-Pierre Chevrot (1), Céline Dugua (1), Michel Fayol (2)

(1) Lidilem, Université Stendhal, Grenoble, France; (2) LAPSCO, Université Blaise Pascal-CNRS, Clermont-Ferrand, France



Room: HFB/HS C
11.00–13.00 h

Paper Session 3

Chair: Elena Nicoladis, Canada

Crosslinguistic Structures in the Acquisition of Wh-Questions in an Italian Indonesian Bilingual Child

Antonia Soriente
Max-Planck-Institute for Evolutionary Anthropology, Jakarta, Indonesia

Word Order in Bilingual Language Acquisition. The Position of Direct Objects in Spanish and Basque

Andoni Barreña (1), Margareta Almgren (2)
(1) University of Salamanca, Salamanca, Spain; (2) University of the Basque Country, Vitoria, Spain

Basic Word Order in Basque-Spanish Bilingual Children

Maria Pilar Larranaga
UWE, Bristol, UK

Acquisition of Verb Placement in Early Successive Acquisition of German and in German SLI

Monika Rothweiler
Department of Special Needs Education, University of Hamburg, Hamburg, Germany

Room: HFB/HS D
11.00–13.00 h

Paper Session 4

Chair: Heike Behrens, The Netherlands

Getting and Maintaining Attention in Conversations with Young Children

Eve V. Clark, Bruno Estigarribia
Stanford University, Stanford, USA

The Understanding of Ambiguous Statements within Conversational Settings by 6–12 Year Old Children

Ioanna Berthoud, Helga Kilcher
University of Geneva, Geneva, Switzerland

Topic as an Achievement: Pointing and Context as Constituents in Early Picture Book Conversation

Sari Karjalainen
Graduate School in Language Studies, University of Helsinki, Department of Speech Sciences/
Logopedics, Finland

Explanations Performed by Children Aged from 3–11 as a Window into Discourse and Gesture Development

Jean-Marc Colletta (1), Catherine Pelleng (2)
(1) LIDILEM, IUFM de Grenoble, France; (2) L.S.E., IUFM de Grenoble, France

Room: OEI/105
11.00–13.00 h

Paper Session 5

Chair: Sharon Armon-Lotem, Israel

Number Agreement in French SLI

Leslie Roulet, Célia Jakubowicz
Laboratoire de Psychologie Expérimentale, Paris, France

Specific Language Impairment in German-Speaking Children: Is There a Difference in the Children's Morphology to the Morphology of Phonologically Impaired Children?

Juliane Girndt, Carolyn Letts, Thomas Klee
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

Elicitation of the Passé Composé in French Children with Specific Language Impairment

Phaedra Royle (1), Elin Thordardottir (2)
(1) School of Speech Language Pathology and Audiology, University of Montreal, Montreal, Canada;
(2) School of Communication Sciences and Disorders, McGill University, Montreal, Canada

Association – Rule – Road-Learning? Findings from German School Children with and without Specific Language Impairment

Christa Kieferle (1), Christiane Hofbauer (2)
(1) Bruckmuehl, Germany; (2) Universität München, München, Germany

Room: OEI/121
11.00–13.00 h

Paper Session 6

Chair: Susan Powers, USA

Early Bare Infinitives are Universally Non-finite ... But Not Always Infinitives!

Martine Coene (1), Helena Taelman (1), Larisa Avram (2), Steven Gillis (1)
(1) University of Antwerp, Antwerp, Belgium; (2) University of Bucarest, Bucarest, Romania

Early Production of Root Infinitives in Austrian German and in French: What is the Role of the Input?

Sabine Laaha (1), Dominique Bassano (2)
(1) Austrian Academy of Sciences, Vienna, Austria; (2) CNRS – Université Paris, Paris, France

Testing Wexler's Unique Checking Constraint with Data from Early Child Spanish

Javier Aguado-Orea (1), Julian Pine (2)
(1) Universidad Antonio de Nebrija, Madrid, Spain; (2) University of Liverpool, Liverpool, UK

Finiteness in Impaired L1 Acquisition and Untutored L2 Acquisition of German

Christine Dimroth (1), Katrin Lindner (2)
(1) MPI for Psycholinguistics, Nijmegen, The Netherlands; (2) Ludwig-Maximilians-Universität, München, Germany

Room: OEI/302 b
11.00–13.00 h

Paper Session 7

Chair: Nicole Stadie, Germany

Reading in the Absence of Speech

Celina Macedo (1), José Morais (2), Règine Kolinsky (2)
(1) Florianópolis, Santa Catarina, Brazil, USCF; (2) Brussel, Belgium, ULBA

Do Profoundly Deaf Readers Use Graphophonological Correspondences?

Daniel Daigle
Université de Montréal, Montréal, Canada

Phonological Awareness of Sign and Rhyme and the Relationship with Reading in Deaf Children Whose Preferred Language is British Sign Language

Deborah James (1), Mairead MacSweeney (2)
(1) University of Newcastle upon Tyne, Newcastle, UK; (2) Institute of Child Health, London, UK

Bilingualism in Deaf Children and Reading. A Crosslinguistic Spanish-English Study

Isabel García-Gómez (1), Gary Morgan (2)
(1) Dpt. of Developmental and Educational Psychology, Seville, Spain; (2) Dpt. of Language and Communicative Science Department, City University, London, UK

Room: OEI/301
11.00–13.00 h

Paper Session 8

Chair: Sabine Stoll, Germany

The Distributed Learning Effect for Children's Acquisition of an Abstract Syntactic Construction: Are schematization and analogy universal, domain general learning processes?

Ben Ambridge
University of Liverpool, Liverpool, UK

Connectionist models and neurobiological plausibility in language learning

Fabio Alves (1), Fernando Ferreira Junior (2)
(1) Univerdidade Federal de Minas Gerais, Belo Horizonte, Brazil; (2) Centro Federal de Educação Tecnológica, Ouro Preto, Brazil



Adults are better than children in acquiring a linguistic skill

Sara Ferman (1), Avi Karni (2), Elite Olstein (1)
(1) Hebrew University, Jerusalem, Israel; (2) Haifa University, Haifa, Israel

Room: OEI/302 a
11.00–13.00 h

Paper Session 9

Chair: Emily Aydemir, Germany

Null objects in child French: Are they speaking Chinese?

Theres Grüter
McGill University, Montreal, Canada

A discourse-pragmatic analysis of subject omission in early child English

Mary E. Hughes, Shanley Allen
Boston University, Boston MA, USA

Scope and c-command in early Turkish

Nihan Ketrez
University of Southern California, Los Angeles, USA

Comprehension of English subject raising constructions by normally developing children

Karen Froud (1), Ken Wexler (2), Vina Tsakali (3)
(1) Teachers College, Columbia University, New York, USA; (2) Massachusetts Institute of Technology, Cambridge, USA; (3) University College London, London, UK

Room: OEI/323
11.00–13.00 h

Paper Session 10

Chair: Elena Andonova, Bulgaria

Metaphonological awareness and reading development in Down's syndrome: Evidence from Malayalam

Ramesh Kumar Mishra
Dept. of Speech Pathology, All India Institute of Speech and Hearing Mysore, Karnataka, India

Early grammatical development of a boy with Down syndrome using manual signs and spoken Finnish

Kaisa Launonen
University of Helsinki, Helsinki, Finland

Adaptations of McArthur CDI for the study of language development in Children with Down Syndrome: validity and reliability

Miguel Galeote-Moreno (1), Marta Casla (2), Pilar Soto (2), Eugenia Sebastián (2), Rocío Rey (1)
(1) Universidad de Málaga, Málaga, Spain; (2) Universidad Autónoma de Madrid, Madrid, Spain

Language in boys with fragile X syndrome: Questioning the validity of matching on MLU

Yonata Levy
The Hebrew University, Jerusalem, Israel

Room: HFB/Senatssaal
13.00–14.30 h

Poster Session 1 & Lunch Break

P1-01 The role of grammatical gender in the acquisition of noun inflection in Polish

Grzegorz Krajewski
School of Psychological Sciences, University of Manchester, Manchester, UK

P1-02 The Development of Morpho-Syntactic Flexibility in the School Years

Dafna Kaplan
Department of Communication Disorders and School of Education, Tel-Aviv University, Tel-Aviv, Israel

P1-03 The contribution of intentional cues to toddlers' acquisition of morphological rules

Gil Diesendruck, Smadar Patael
Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel



- P1-04 Acquisition of case and number in Estonian: the role of input frequency, morphological and morphosyntactical preferences**
Reili Argus
Tallinn Pedagogical University
- P1-05 Norm finding of diadochokinetic syllable rate in normal 5–7 years old children**
Fateme Derakhshande (1), Fateme Cheraghchi (2), Azade Hasanvand (2), Atefe Moazeni (2)
(1) Isfahan University of medical sciences, Isfahan, Iran; (2) Isfahan, Iran
- P1-06 Dutch children's acquisition of morpho-phonological alternations in plural formation**
Tania Zamuner (1), Annemarie Kerkhoff (2), Paula Fikkert (1), Ellen Westrek (1)
(1) University of Nijmegen, Nijmegen, The Netherlands; (2) Utrecht University, Utrecht, The Netherlands
- P1-07 Reading and Discrimination Abilities of Bilingual Spanish/English-Speaking Children**
Sandra Levey
Lehman College of the City University of New York, Department of Speech-Language-Hearing Sciences, New York, USA
- P1-08 Linguistic Behaviors of Ukrainian-English Bilingual School Children**
Roma Chumak-Horbatsch
School of Early Childhood Education, Ryerson University, Toronto, Canada
- P1-09 In favor of the no transfer/full access hypothesis in very early child second language acquisition**
Efrat Harel, Sharon Armon-Lotem
Bar Ilan University, Ramat Gan, Israel
- P1-10 Relevance of a writing system for a sign language? A question of form and context**
Louis-Félix Bergeron, Anne-Marie Parisot
UQÀM, Montréal, Canada
- P1-11 The acquisition of the English simple past by French second language learners in a school academic setting: form versus usage**
Coralie Payre-Ficout, Jean-Pierre Chevrot
LIDILEM, Université Stendhal Grenoble 3, France
- P1-12 Cross-linguistic transfer of cues in Spanish-English bilingual children with different levels of language proficiency**
Ellen Stubbe Kester, Elizabeth D. Peña
The University of Texas at Austin, Austin TX, USA
- P1-13 Spanish Dialects in Speech and Language Assessment of Children**
Adele Proctor (1), Teresa Estrada (2)
(1) University of Illinois, Urbana-Champaign, USA; (2) Champaign IL, USA
- P1-14 Speech Stream perception by Adult L2 Learners of English**
Susanne M. E. Sullivan
Adult ESOL Papanui High School, Christchurch, New Zealand
- P1-15 The development of lexical diversity in the expression of connectivity in Spanish**
Melina Aparici (1), Elisa Rosado (2)
(1) Universitat Autònoma de Barcelona, Barcelona, Spain; (2) Universitat de Barcelona, Barcelona, Spain
- P1-16 The influence of Child Directed Speech in the acquisition of Wh-questions in Early Spanish: a case study**
Mary R. Espinosa Ochoa
University of the Caribbean, Cancun, Mexico
- P1-17 What is his is really yours!: A French-speaking child's acquisition of possessives**
Gabriela Constantinescu, Elena Nicoladis
University of Alberta, Edmonton, Canada
- P1-18 The Contribution of Metalinguistic and Reading Skills on Third-Grade Children's Stress Production in English Derived Words**
L. Jarmulowicz, V. L. Taran, S. E. Hay, K. C. Fulmer
The University of Memphis, Memphis TN, USA
- P1-19 Eye movements in the integration of text and pictorial information: is there a difference between static vs. dynamic images? A study on subjects in developmental age**
Paola Bonifacci, Francesca Chitti, Silvana Contento, Fabiana Grimandi
Department of Psychology, University of Bologna, Italy



- P1-20 Interpretation of Bare Noun Phrases in child Russian and English**
Irina Agafonova, Cristina Schmitt, Alan Munn
Michigan State University, East Lansing, USA
- P1-21 Phonological awareness and the learning process of reading**
José Marcelino Poersch (1), Carla Aparecida Cielo (2)
(1) Pontifical Catholic University of RS-Brazil, Porto Alegre, Brazil; (2) Federal University of Santa Maria, Santa Maria, Brazil
- P1-22 Second Language Learning in Early Childhood Education Classroom Settings**
Bizunesh Wubie
Marshall University Graduate College, Graduate School of Education and Professional Development, South Charleston, USA
- P1-23 Bilingualism and Phonological Knowledge**
Clara Martinot, Angélique Laurent
Cognition, Communication et Développement Laboratory, Toulouse-Le Mirail University, Toulouse, France
- P1-24 Balanced and language-dominant bilinguals' perception of a consonant contrast in infancy**
Christopher Fennell
University of British Columbia, Vancouver, Canada
- P1-25 Phonological Analysis of Real- and Non-word Repetition in Two-Year-Old Children**
Cynthia Core, Erika Hoff
Florida Atlantic University, Boca Raton FL, USA
- P1-26 VOT Development in a Bilingual Spanish-English Child**
Jean Andruski, Eugenia Casielles, Sahyang Kim, Geoffrey Nathan, Richard Work
Wayne State University, Detroit, USA
- P1-27 Identification of Phonemic Awareness Skills in the L1 of Spanish-Speaking Children with Limited English Proficiency**
Dava Waltzman (1), Janet Roalino (2), Wanda Cruz (3)
(1) Hunter College of the City University of New York, New York, USA; (2) New York Eye and Ear Hospital, New York, USA; (3) New York Department of Education, New York, USA
- P1-28 Which phonological cues might motivate early acquisition in Turkish? An analysis of 9–24 months of normally developing children**
Seyhun Topbas (1), Ken Bleile (2)
(1) Anadolu University, Eskisehir, Turkey; (2) North Iowa University, Cedar Rapids, USA
- P1-29 Sentence Accent and Word Learning**
Susanne Grassmann
Max-Planck-Institute for evolutionary Anthropology, Leipzig, Germany
- P1-30 Acquisition of Contrastive Stress in German Children**
Katrin Schneider, Britta Lintfert
Institute of Natural Language Processing, University of Stuttgart, Stuttgart, Germany
- P1-31 Getting the balance between stress and weight**
Diana Apoussidou
University of Amsterdam, Amsterdam, The Netherlands
- P1-32 Development of /θ/and /ð/in the speech of Icelandic children**
Thora Masdottir, Susan Edwards
University of Reading, Reading, UK
- P1-33 The developmental of phonological contrasts in English-speaking children: evidence for universal mechanisms**
Stephanie Stokes (1), Thomas Klee (2), Cecyle Perry-Carson (3), David Carson (3)
(1) University of Reading, UK; (2) University of Newcastle, UK; (3) University of Central Florida, USA
- P1-34 A Different Model for Acquisition of Phonology**
Reza M. Sahraee
Faculty of Persian literature & foreign languages, Teheran, Iran



- P1-35 Emergence and development of Speech Sounds in Child language: Input-output correlation & the role of Physiological factors**
Reza M. Sahraee
Faculty of Persian literature & foreign languages, Teheran, Iran
- P1-36 Is nonword repetition a developmentally sensitive measure of phonological working memory for Cantonese-speaking preschool children?**
Anita M.-Y. Wong (1), Stephanie F. Stokes (2), Paul Fletcher (3)
(1) University of Hong Kong, Hong Kong-SAR, China; (2) University of Reading, Reading, UK; (3) University College Cork, Cork, Ireland
- P1-37 Nonlinear analyses of the phonological systems of German-speaking children with and without phonological impairment**
Angela Ullrich (1), Barbara Bernhardt (2)
(1) University of Cologne, Cologne, Germany; (2) University of British Columbia, Vancouver, Canada
- P1-38 Infant discrimination of similar sounds in words: The more difficult to articulate, the more difficult to perceive**
Sachiyo Kajikawa (1), Kumiko Sato (1), Kiyoe Kanechiku (1), Mutsumi Imai (2), Etsuko Haryu (3)
(1) Tamagawa University, Tokyo, Japan; (2) Keio University, Kanagawa, Japan; (3) University of Tokyo, Tokyo, Japan
- P1-39 Using Voice Onset Time for Estimating production maturity /sP/clusters**
Fredrik Karlsson (1), Peter E. Czigler (2), Kirk P. H. Sullivan (1)
(1) Department of Philosophy and Linguistics, Umeå University, Umeå, Sweden; (2) Department of Carin Sciences, Örebro University, Örebro, Sweden
- P1-40 Segmental procedures and their relation to the learning of the writing skill**
Silvanne Ribeiro Santos, Ana Teberosky
Universitat de Barcelona, Barcelona, Spain
- P1-41 The acquisition of phonetic features of handshapes at the age of two to seven**
Ritva Takkinen
University of Jyväskylä, Department of languages, Jyväskylä, Finland
- P1-42 Relative Variations of Cluster Reduction Processes in the Later Stages of Phonological Development**
Verónica Martínez, Manuela Miranda, Eliseo Díez-Itza
University of Oviedo, Spain
- P1-43 Phonological changes in syllable duration and filler syllables in early child language**
Kimberly Winchester, Katsura Aoyama
Texas Tech University Health Sciences Center, Lubbock, USA
- P1-44 Prosodic characteristics of infants' speech during the single-word period**
Katsura Aoyama (2), Barbara L. Davis (1)
(1) Texas Tech University Health Sciences Center, Lubbock TX, USA; (2) The University of Texas at Austin, Austin TX, USA
- P1-45 Sentence-initial NPs in Monolingual and Bilingual Children's Discourse**
Ilknur Kecik, F. Hülya Özcan
Anadolu University, Eskisehir, Turkey
- P1-46 Comparing normal and autistic Persian children's CCC scores**
Yalda Kazemi
Isfahan University of Medical Sciences, Isfahan, Iran
- P1-47 The acquisition of quantification and the weak-strong distinction**
Erik-Jan Smits, Bart Hollebrandse
University of Groningen, Groningen, The Netherlands
- P1-48 Clitic placement in infinitival clauses in bilingual Spanish-English speaking children**
Vera Gutiérrez-Clellen, Gabriela Simon-Cerejido
San Diego State University, University of California, San Diego CA, USA
- P1-49 Subject realization in two Spanish/English bilingual children**
Eugenia Casielles, Jean Andruski, Sahyang Kim, Geoffrey Nathan, Richard Work
Wayne State University, Detroit, USA



- P1-50 I have tagit med the Eimer with the Kuchen. Code-switching evidence for a single syntactic system among child bilinguals**
Kristy Beers Fägersten
Universität des Saarlandes, Anglistik, Saarbrücken, Germany
- P1-51 The Occurrence of Prepositional Phrases in the Speech of Children with Mental Retardation**
Katarzyna Kaczorowska-Bray (1), Ewa Czaplewska (2)
University of Gdansk, Department of Speech Pathology, Gdansk, Poland
- P1-52 The Development of Relative Clauses in German and English**
Silke Brandt (1), Holger Diessel (2)
(1) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany; (2) University of Jena, Jena, Germany
- P1-53 Overt Subjects Distribution in Italian Children Sentences**
Paolo Lorusso (1), Claudia Caprin (2), Maria Teresa Guasti (2)
(1) Universitata Autònoma de Barcelona Department de Filologia Catalana Bellaterra (Cerdanyola del Vallès) Barcelona, Spain; (2) Department of Psychology, University of Milano-Bicocca, Milano, Italy
- P1-54 Three year old children are sensitive to case marking in German**
Amelie A. Mahlstedt, Ina Bornkessel, Angela D. Friederici
Max-Planck-Institute of Human Cognitive and Brain Sciences, Leipzig, Germany
- P1-55 Acquisition of WH-Questions in Hebrew: The Role of Input**
Sigal Uziel-Karl
Kibbutzim College of Education, Reut, Israel
- P1-56 Local steps in the acquisition of subject-verb agreement**
Jacqueline van Kampen
UiL OTS, Utrecht, The Netherlands
- P1-57 Oblique Noun Phrases in early child English: Preposition omission or argument structure miscategorization?**
Anna Babarczy
Dept of Cognitive Science, Budapest University of Technology and Economics, Budapest, Hungary
- P1-58 The Acquisition of Syntactic Awareness**
Helen Cairns (1), Dava Waltzman (2), Gloria Schlüsselberg (3)
(1) Queens College and the Graduate Center of the City University of New York, New York, USA;
(2) Hunter College of the City University of New York, New York, USA; (3) Mercy College, Dobbs Ferry, USA
- P1-59 Argument omission in normal and impaired acquisition of Brazilian Portuguese**
Leticia Correa, Marina Augusto, Olívia Haeusler
Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Rio de Janeiro, Brazil
- P1-60 Acquisition of Binding Principles in L1**
Hamideh Marefat
University of Teheran, Teheran, Iran
- P1-61 Default my versus default I in the Possessor construction**
Jacqueline van Kampen, Arjen Zondervan
UiL OTS, Utrecht, The Netherlands
- P1-62 Wh-questions and relative clauses in Greek children with SLI: A follow-up study**
Stavroula Stavrakaki (1), Eleni Nikolaki (2), Katerina Syretidou (2), Lambrini Yfanti (2)
(1) Aristotle University of Thessaloniki, Thessaloniki, Greece; (2) Technological Educational Institute of Epirus, Ioannina, Greece
- P1-63 The processing of object relative clauses in young Hebrew speakers**
Inbal Arnon
Linguistics Department, Stanford University, USA
- P1-64 Cluster reductions in Norwegian SLI children: An OT approach**
Kirsten Meyer Bjerkan
Bredtvet Resource Centre, Oslo, Norway



P1-65 Processing speed and language impairment over time

Carol A. Miller (1), Laurence B. Leonard (2)
(1) The Pennsylvania State University, University Park, Pennsylvania, USA; (2) Purdue University, West Lafayette, Indiana, USA

P1-66 Phonological awareness and phonological memory in children with phonological disorders

Helena Bolli Mota, Marcia Keske-Soares, Michele Gindri Vieira
Federal University of Santa Maria, Santa Maria, Brazil

P1-67 The traditional treatment approach with motor emphasis is effective for children with a phonetic articulation disorder

Thomas Günther
Zuyd University, Faculty of Speech and Language Pathology, Heerlen, The Netherlands

P1-68 SLI phenomenon or delayed speech? A case study of Polish-speaking girl

Dorota Kiebzak-Mandera
Jagellonian University, Dept. of General Linguistics, Cracow, Poland

P1-69 Generalization in subjects with different severity levels of phonological disorders treated by the Modified Maximal Oppositions Model

Helena Bolli Mota, Marcia Keske-Soares, Tatiana Bagetti
Federal University of Santa Maria, Santa Maria, Brazil

P1-70 Metaphon therapy in phonological disorders

Helena Bolli Mota, Marcia Keske-Soares, Luciana Grolli Ardenghi
Federal University of Santa Maria, Santa Maria, RS, Brazil

P1-71 Acquisition of phoneme categories: a computational study

Rozenn Le Calvez (1), Emmanuel Dupoux (1), Jean-Pierre Nadal (2), Sharon Peperkamp (1, 3)
(1) Laboratoire de Sciences Cognitives et Psycholinguistique, Paris, France; (2) Laboratoire de Physique Statistique ENS, Paris, France; (3) Université de Paris 8, Paris, France

P1-72 The effect of orthographic transparency on the development of phonological awareness in Greek deaf children

Evi Kyritsi (1), Deborah James (2), Susan Edwards (1)
(1) The University of Reading, Reading, UK; (2) The University of Newcastle, Newcastle, UK

Room: HFB/HS A
14.30–16.00 h

Symposium 1

The Weaker Language of Bilinguals: A Case of Second Language Acquisition in Early Childhood?

Jürgen M. Meisel (1), Suzanne Schlyter (2), Gisela Håkansson (2), Natascha Müller (3), Lydia White (4)
(1) Hamburg University, Hamburg, Germany; (2) Lund University, Lund, Sweden; (3) Bergische Universität, Wuppertal, Germany; (4) McGill University, Montreal, Canada

Room: HFB/HS B
14.30–16.00 h

Symposium 2

Studies of the Onset of Word Form Recognition: Behavioural and Neurophysiological Approaches

Marilyn Vihman (1), Guillaume Thierry (1), Jarrad Lum (2), Sven Mattys (3)
(1) University of Wales, Bangor, UK; (2) University of Manchester, Manchester, UK; (3) University of Bristol, Bristol, UK

Room: HFB/HS C
14.30–16.00 h

Symposium 3

Roots or Edges? A Comparative Study of Mayan Children's Early Verb Forms

Penelope Brown (1), Lourdes de León (2), Barbara Pfeiler (3), Pedro Mateo (4), Clifton Pye (4)
(1) Max-Planck-Institute of Psycholinguistics, Nijmegen, Holland; (2) CIESAS-Sureste, San Cristobal de las Casas, Mexico; (3) U. Autónoma de Yucatán, Merida, Mexico; (4) University of Kansas, Lawrence, USA



Room: OEI/105
14.30–16.00 h

Symposium 4

Picture Recognition Approaches to Comprehension: Neuroscience, Cross-Linguistic and Atypical Development Perspectives

Margaret Friend (1), Leslie J. Carver (2), Elizabeth Bates (2), Donna Thal (1), Melanie Keplinger (3), Pascal Zesiger (3), Marie Brun (3), Arik Levy (3), Muriel Taccoz (3), Philip S. Dale (4)
(1) San Diego State University, San Diego, USA; (2) University of California, San Diego, USA,
(3) University of Geneva, Geneva, Switzerland; (4) University of Missouri-Columbia, St. Louis USA

Room: HFB/HS D
14.30–16.00 h

Symposium 5

Adolescing SLI: Language, Cognitive and Social Outcomes in Specific Language Impairment

Gina Conti-Ramsden (1), Susan Ellis-Weismer (2), Nicola Botting (1), Bruce Tomblin (3), Kevin Durkin (4)
(1) School of Psychological Sciences, The University of Manchester, Manchester, UK; (2) Waisman Centre, University of Wisconsin, Madison, USA; (3) Speech Pathology and Audiology, University of Iowa, Iowa, USA;
(4) Department of Psychology, University of Strathclyde, UK

Room: OEI/121
14.30–16.00 h

Symposium 6

What is Innate and What Can Be Learnt through Experience: The Innateness Hypothesis Revisited

Theodoros Marinis (1), Charles Yang (2), Thomas Roeper (3), Ianthi Maria Tsimpli (4), Gary Morgan (5)
(1) University College London, London, UK; (2) Yale University, New Haven, USA; (3) University of Massachusetts, Amherst, USA; (4) Aristotle University of Thessaloniki, Thessaloniki, Greece;
(5) City University London, London, UK

Room: OEI/323
14.30–16.00 h

Paper Session 11

Chair: Dorit Ravid, Israel

Diminutives as Pioneers of Derivational and Inflectional development – a Crosslinguistic Perspective

Ineta Savickiene (1), Wolfgang U. Dressler (2), Ursula Stephany (3), Katharina Korecky-Kröll (4), Marijan Palmovic (5), Nihan Ketz (6), Virag Barcza (7)
(1) Vytautas Magnus University, Kaunas, Lithuania; (2) Vienna University, Vienna, Austria;
(3) University of Cologne, Cologne, Germany; (4) Austrian Academy of Sciences, Vienna, Austria;
(5) University of Zagreb, Zagreb, Croatia; (6) University of Southern California, Los Angeles, USA;
(7) Hungarian Academy of Sciences, Budapest, Hungary

Acquiring Diminutive Structures and Meanings in Hebrew

Anat Hora, Galit Ben-Zvi, Ronit Levie
Tel-Aviv University, Tel-Aviv, Israel

Playing with the endings of words: The effect of switching between simplex and diminutive forms of a noun on morphology acquisition in Russian

Vera Kempe (1), Patricia J. Brooks (2), Natalija Mironova (3), Angelina Pershukova (3), Olga Fedorova (3)
(1) University of Stirling, Stirling, UK; (2) City University of New York, New York NY, USA;
(3) Moscow State University, Moscow, Russia



Room: OEI/302 b
14.30–16.00 h

Paper Session 12

Chair: Laura Bosch, Spain

Evaluating early speech segmentation in French: effects of rhythmic types and speech mode

Thierry Nazzi (1), Galina Iakimova (1), Séverine Frédonie (1), Megha Sundara (2), Linda Polka (2)
(1) CNRS, Université Paris 5, Paris, France; (2) McGill University, Montreal, Canada

The use of phonological phrase boundary cues in word segmentation by French-learning infants

Séverine Millotte (1), Anne Christophe (1), Sylvie Margules (1), James Morgan (2)
(1) Laboratoire de Sciences Cognitives et Psycholinguistique, EHESS-CNRS-ENS, Paris, France;
(2) Cognitive and Linguistic Sciences, Brown University, USA

Does infant speech segmentation ability predict language outcomes in toddlers and pre-schoolers?

Nan Bernstein Ratner (1), Rochelle Newman (1), Ann Marie Jusczyk (2), Kathy Dow (1), Jessica Ter Avest (1),
Laura Gutowski (1), Peter Jusczyk (2)
(1) The University of Maryland, College Park, Maryland MD, USA; (2) The Johns Hopkins University,
Baltimore MD, USA

Room: OEI/302 a
14.30–16.00 h

Paper Session 13

Chair: Insa Gölzow, Germany

Spatial language and reasoning in Tzeltal Mayan

Linda Abarbanell (1), Peggy Li (1), Anna Papafragou (2)
(1) Harvard University, Cambridge, USA; (2) University of Delaware, Newark, USA

Acquiring language-specific semantic spatial categories: Documenting the role of linguistic input

Marianella Casasola, Jui Bhagwat, Kim Ferguson
Cornell University, Ithaca NY, USA

The spatial reference in children's narratives

Aude Laloi
Universiteit van Amsterdam, Amsterdam, The Netherlands

Room: OEI/301
14.30–16.00 h

Paper Session 14

Chair: Marita Böhning, Germany

The Acquisition of Productive Vocabulary in Spanish Down Syndrome Children

Pilar Soto (1), Miguel Galeote-Moreno (2), Marta Casla (1), Antonio Serrano (2), Aurora Gómez (1),
Laura Pulido (1)
(1) Universidad Autónoma de Madrid, Madrid, Spain; (2) Universidad de Málaga, Málaga, Spain

Bilingual Children with Down Syndrome: A Longitudinal Study

Elizabeth Kay-Raining Bird (1), Patricia L. Cleave (1), Natacha Trudeau (2), Elin Thordardottir (3),
Ann Sutton (2)
(1) Dalhousie University, Halifax, Canada; (2) Université de Montréal, Montréal, Canada;
(3) McGill University, Montréal, Canada

Narratives in Adolescents with Williams-Beuren syndrome (WBS), Down syndrome (DS), Learning Disability /Mental Retardation (LD/MR) and Normally Developing Children (MA)

Angela Gosch (1), Rainer Pankau (2)
(1) Robert Koch Institute, Berlin, Germany; (2) Klinik für Allgemeine Pädiatrie, Universitätsklinikum
Schleswig-Holstein, Kiel, Germany



16.00–16.30 h

Coffee Break

Room: HFB/HS A
16.30–18.00 h

Symposium 7

The Acquisition of Tense and Aspect: Towards an Explanation

Yasuhiro Shirai (1, 2), Laura Wagner (3), Letitia Naigles (4), Richard M. Weist (5), Aleksandra Pawlak (6), Karen Hoffman (5), Elena Gavrusseva (7), Ping Li (8), Xiaowei Zhao (8)
(1) Cornell University, Ithaca, USA; (2) Chinese University of Hong Kong, Hong Kong, China;
(3) The Ohio State University, Columbus, USA; (4) University of Connecticut, Storrs, USA;
(5) State University of New York, Fredonia, USA; (6) Adam Mickiewicz University, Posnan, Poland;
(7) University of Iowa, Iowa City, USA; (8) University of Richmond, Richmond, USA

Room: HFB/HS B
16.30–18.00 h

Symposium 8

Talking about Emotions: Crosslinguistic Aspects in Typical and Atypical Children

Michèle Guidetti (1), Judy S. Reilly (2, 3), Joan Stiles (4), Vanessa Charfen (4), Carla del Guercio (4), Virginie Dardier (5), Evelyne Thommen (6, 7), Gisela Klann-Delius (8)
(1) University of Toulouse II, Toulouse, France; (2) San Diego State University, San Diego, USA;
(3) University of Poitiers, Poitiers, France; (4) University of California, San Diego, USA;
(5) University of Rennes II, Rennes, France; (6) University of Fribourg, Fribourg, Switzerland;
(7) EESP, Lausanne, Switzerland; (8) Free University of Berlin, Berlin, Germany

Room: HFB/HS C
16.30–18.00 h

Symposium 9

Emergence of Verbal and Nominal Morphology from a Typological Perspective

Wolfgang U. Dressler (1), Klaus Laalo (2), Ayhan Aksu-Koc (3), Barbara Pfeiler (4), Maria Voeykova (5), Natalia Gagarina (6), Melita Kovacevic (7), Ursula Stephany (8), Marianne Kilani-Schoch (9), Katharina Korecky-Kröll (10), Sabine Laaha (10), Steven Gillis (11)
(1) Austrian Academy of Sciences, University of Vienna, Vienna, Austria; (2) Univ. of Tampere, Tampere, Finland; (3) Bogazici Univ., Istanbul, Turkey; (4) Univ. of Mexico, Merida, Mexico; (5) Russian Academy of Sciences, St. Petersburg, Russia; (6) ZAS, Berlin, Germany; (7) Univ. of Zagreb, Zagreb, Croatia;
(8) Univ. of Cologne, Cologne, Germany; (9) Univ. of Lausanne, Lausanne, Switzerland;
(10) Austrian Academy of Sciences, Vienna, Austria; (11) Univ. of Antwerp, Antwerp, Belgium

Room: OEI/105
16.30–18.00 h

Symposium 10

Language Development and Peer Language Socialization: Children's Linguistic Competence in their Peer Cultures

Lourdes de Leon (1), Susan Ervin-Tripp (2), Iliana Reyes (3), Martin Lampert (4), Elena A. Escalera (5), Ann-Carita Ewaldsson (6), S. Bahar Koymen (7), Aylin C. Küntay (7), Amy Kyratzis (8)
(1) CIESAS, Mexico; (2) University of California, Berkeley, USA; (3) University of Arizona, Tucson, USA;
(4) Holy Names College, Oakland, USA; (5) St. Mary's College, Morago, USA; (6) Linköping University, Sweden;
(7) Koc University, Turkey; (8) University of California, Santa Barbara, USA



Room: HFB/HS D
16.30–18.00 h

Symposium 11

**Cross-Linguistic Investigations of the Syntactic Component in Children with SLI:
Non-Local Dependencies and Wh-Movement**

Heather van der Lely (1), Theo Marinis (1), Anastasia Archonti (1), Cornelia Hamann (2),
Celia Jakubowicz (3), Elisabeth Fonteneau (1), Naama Friedmann (4), Rama Novogrodsky (4),
Stavroula Stavrakaki (5)

(1) Centre for Developmental Language Disorders and Cognitive Neuroscience, University College London,
London, UK; (2) Dept. of English, University of Oldenburg, Oldenburg, Germany;

(3) LPE, CNRS, Université Paris 5, Paris, France; (4) School of Education, Tel Aviv University, Israel;

(5) Aristotle University of Thessaloniki, Thessaloniki, Greece

Room: OEI/121
16.30–18.00 h

Symposium 12

Cross-Situational Co-Variation in the Input as a Cue for Vocabulary Acquisition in Children and Machines

Carmel Houston-Price (1), Andrew D. M. Smith (2), Paul Vogt (2)

(1) School of Psychology, University of Reading, Reading, UK; (2) School of Philosophy, Psychology
and Language Sciences, University of Edinburgh, Edinburgh, UK

Room: OEI/302 b
16.30–18.00 h

Paper Session 15

Chair: Birgit Herold, Germany

Preference for phonetic patterns in pre-linguistic infants

Rochelle Newman, Grace Yeni-Komshian
University of Maryland, College Park MD, USA

**Early (7 to 30 months) vocal activity: a missing link in language development?:
results of longitudinal and cross-sectional studies with Spanish children**

Susana López-Ornat (1), Alexandra Karousou (1), Carlos Gallego (1), Pilar Gallo (1), Sonia Mariscal (2)

(1) Facultad de Psicología, Universidad Complutense de Madrid (UCM), Madrid, Spain;

(2) Facultad de Psicología, Universidad Nacional de Educación a Distancia (UNED), Spain

Room: OEI/323
16.30–18.00 h

Paper Session 16

Chair: Doreen Bryant, USA

The Acquisition the Strong/Weak Inflectional Paradigm in German DPs

Julia Berger-Morales
UCLA, Los Angeles, USA

The acquisition of gender marking in young German-speaking children

Gisela Szagun, Barbara Stumper, Nina Sondag, Melanie Franik
Department of Psychology, Oldenburg, Germany

Gender acquisition across languages: Dutch and French compared

Marlies van der Velde
CNRS, UMR 7023 – Université Paris-8, France; CNRS, UMR 8581 – LPE, Université Paris-5, France



Room: OEI/302 a
16.30–18.00 h

Paper Session 17

Chair: Ulrich Sauerland, Germany

Assessing second language proficiency in immigrant children

Dörte Utecht, Stefanie Haberzettl
Universität Bremen, FB 10: Sprach- und Literaturwissenschaft, Germany

Diagnosing language disorders in multilingual children: a contribution

Maria Manuela Julien
Haags Audiologisch Centrum, The Hague, The Netherlands

Bimodal development of Danish children with hearing loss

Martin Weis Lindegaard
Center for Language Acquisition, University of Southern Denmark, Denmark

Room: OEI/301
16.30–18.00 h

Paper Session 18

Chair: Susanne Bartke, Germany

Language of space in Hungarian individuals with Williams syndrome: is there a special interaction?

Agnes Lukacs (1), Csaba Pleh (2), Mihaly Racsmany (3)
(1) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Research Institute of Linguistics, Hungarian Academy of Sciences, Budapest, Hungary; (2) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Department of Cognitive Science, Budapest, Hungary; (3) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Institute of Psychology, University of Szeged, Budapest, Hungary

Spatial Prepositions and Narrative Structure in Williams Syndrome

Eliseo Diez-Itza, Aránzazu Antón, Marta Pérez-Toral, Joaquín F. Toral, Davinia F. Espejo, Verónica Martínez
Universidad de Oviedo, Spain

Grammatical and lexical abilities in Williams Syndrome

Victoria Joffe (1), Spyridoula Varlokosta (2)
(1) City University, London, UK; (2) University of the Aegean, Rhodes, Greece

Room: Audimax
18.30 h

Special Symposium in Honor of Dan Slobin

The Crosslinguistic Research Paradigm for the Study of Child Language Development: History, Theory, and Directions

Nancy Budwig (1), Jiansheng Guo (2), Kei Nakamura (3), Michael Bamberg (1), Ruth Berman (4), Melissa Bowerman (5), Susan Ervin-Tripp (6), Judy S. Reilly (7, 8), Dan Slobin (6)
(1) Clark University, USA; (2) California State University, Hayward, USA; (3) Keio University/International Christian University, Japan; (4) Tel Aviv University, Israel; (5) Max-Planck-Institute, Nijmegen, The Netherlands; (6) University of California, Berkeley, USA; (7) San Diego State University, USA; (8) Université de Poitiers, France

Wednesday, July 27, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 3

Chair: Jürgen Weissenborn, Germany

Alternative Minimalist Visions of Language

Ray Jackendoff
Brandeis University, Waltham, USA

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 19

Chair: Susanna Bartsch, Germany

The acquisition and use of verb argument structure in Mandarin Chinese

Joanne Lee, Letitia Naigles
University of Connecticut, CT, USA

The development of Preferred Argument Structure patterns in the English transitive and intransitive constructions

Robert Maslen
Max Planck Child Study Centre, University of Manchester, UK

What Non-Agent Subjects Tell us about the Development of Verb Argument Structure: Evidence from the Acquisition of Change-of-State Verbs in Hebrew

Sigal Uziel-Karl (1), Nancy Budwig (2)
(1) Kibbutzim College of Education, Tel Aviv, Israel; (2) Clark University, Worcester MA, USA

Argument structure development across multi-modal dialogic interaction

Barbara F. Kelly
Stanford University

Room: HFB/HS B
11.00–13.00 h

Paper Session 20

Chair: Insa Gülzow, Germany

Establishing referents for novel words: pragmatic inferences and specificity

Agnes Lukacs
Research Group on Neuropsychology and Psycholinguistics, Hungarian Academy of Sciences;
BUTE-Research Institute of Linguistics, Hungarian Academy of Sciences, Hungary

The acquisition of animacy in Czech

Denisa Bordag (1, 2)
(1) University of Leipzig, Leipzig, Germany; (2) Charles University, Prague, Czech Republic

The ups and downs of childrens' acquisition of new words

Marnie E. Arkenberg, Keith E. Nelson, Yue Xuan, Ilana Feld
The Pennsylvania State University, University Park, Pennsylvania, USA

Lexical Development in Maltese Children: A Preliminary Investigation

Daniela Gatt, Carolyn Letts, Thomas Klee
University of Newcastle-upon-Tyne, UK



Room: HFB/HS C
11.00–13.00 h

Paper Session 21

Chair: Hatice Sofu, Turkey

Successive bilingualism within the critical period: child L2 vs. child L1 and adult L2 acquisition

Elma Blom

Amsterdam Center for Language and Communication, Amsterdam, The Netherlands

The acquisition of Basque and Spanish: evidence of language separation in successive bilingualism

Itziar Idiazabal, Margareta Almgren, Leire Beloki, Ibon Manterola

University of the Basque Country, Vitoria-Gasteiz, Spain

The specificity of consecutive bilingualism in early childhood: a case study of a Russian-English-speaking child

Julia Yarmolinskaya, Isabelle Barriere

Johns Hopkins University, Baltimore MD, USA

Kaqchikel and Spanish Bilingualism in Mayan Children

Ivonne Heinze Balcazar

California State University Dominguez Hills, Carson, USA

Room: OEI/105
11.00–13.00 h

Paper Session 22

Chair: Melita Kovacevic, Croatia

German and Russian child-directed speech: a construction-based analysis

Elena Lieven, Kirsten Abbot-Smith, Sabine Stoll

MPI-EVA, Leipzig, Germany

Characteristics of maternal input and its relation to children's vocabulary development – a study on word production and frequency of word categories in German child-directed speech

Christina Kauschke (1), Gisela Klann-Delius (2), Raik Hachmeier (2)

(1) University of Potsdam, Potsdam, Germany; (2) Free University, Berlin, Germany

Who is a “fine tuned” mother? Evidence from early verb learning by Hebrew-speaking children

Esther Dromi, Hana Bibi

Tel-Aviv University, Tel-Aviv, Israel

Teaching a new word: Properties of IDS to 12-month-old German learning children

Anja Müller (1), Barbara Höhle (2), Jürgen Weissenborn (1)

(1) Humboldt University Berlin, Germany; (2) University of Potsdam, Germany

Room: HFB/HS D
11.00–13.00 h

Paper Session 23

Chair: Heike Herrmann, Germany

Rates and Patterns of Syntax Acquisition by Children with Specific Language Impairment and by Children with Typical Language Levels

Keith Nelson, Marnie E. Arkenberg, Yue Xuan, Ilana Feld

Penn State University

The Import of Growth Timing for Causal Models of Language Acquisition and Impairment

Mabel Rice

University of Kansas, Lawrence, USA

Complex Sentence Production in Children with Specific Language Impairment

Amanda J. Owen, Laurence B. Leonard

Purdue University, West Lafayette, USA

The Use of Aspect markers in Mandarin-speaking Children with Specific Language Impairment

Hintat Cheung

Graduate Institute of Linguistics, National Taiwan University, Taiwan

Room: OEI/121
11.00–13.00 h

Paper Session 24

Chair: Marilyn Vihman, UK

Two-year-old Dutch- and Russian speaking children: Exploring the vowel space

Jeannette M. van der Stelt (1), Elena Lyakso (2), Alexandra Gromova (2)
(1) Institute of Phonetic Sciences/ACLCL, University of Amsterdam, Amsterdam, The Netherlands;
(2) Ukhtomsky Institute of Physiology, St. Petersburg State University, St. Petersburg, Russia

In what ways phonological development differs: A preliminary analysis in Turkish, Korean and Hungarian

Seyhun Topbas, Sertan Ozdemir
Anadolu University, Eskisehir, Turkey

The assessment of phonological movement in Quebec Sign Language (LSQ) in two deaf children from the province of Quebec

Anne-Marie Parisot (1), Anne De la Durantaye (2)
(1) Université du Québec à Montréal, Montréal, Canada; (2) Centre de recherche interdisciplinaire en réadaptation de Montréal, Montréal, Canada

Sub-segmental phonology in infants' lexical representations

Katherine White, James Morgan
Brown University, Providence, USA

Room: OEI/301
11.00–13.00 h

Paper Session 25

Chair: Oda-Christina Brandt, Germany

Language development in a child with a congenital left temporal lesion and epilepsy, operated-on at the age of 45 months: a six-year follow-up study

Marie-Thérèse Le Normand (1), Emmanuelle Maes (1), Ignacio Sfaella (2), Monica Zilbovicius (2), Alexis Arzimanoglou (1, 3)
(1) INSERM et service de neuropédiatrie et des maladies métaboliques, Hôpital Robert Debré, Paris, France;
(2) INSERM, ERM0205 et CEA Orsay, France; (3) Childhood Epilepsies Programme, Hôpital Robert Debré, Paris, France

White matter injury leading to selective long-term cognitive and language deficits: A study of language acquisition after perinatal brain lesion

Blazenko Brozovic (1), Mirna Kostovic Srzentic (2), Marko Rados (3), Milos Judas (3), Tomislav Gojmerac (4), Vlatka Mejaski-Bosnjak (4), Ivica Kostovic (3)
(1) University of Zagreb Department of Speech and Language Pathology Croatian Institute for Brain Research Developmental Neurolinguistic Lab, Zagreb, Croatia; (2) Department of Health Psychology School of Health Studies Croatian Institute for Brain Research, Zagreb, Croatia; (3) Croatian Institute for Brain Research Medical School University of Zagreb, Zagreb, Croatia; (4) Department of Pediatrics Children's Hospital Medical School Zagreb Croatian Institute for Brain Research, Zagreb, Croatia

Language disorders in Benign Childhood Epilepsy with Centro-Temporal Spikes

Cécile Monjauze (1), Laurice Tuller (1), Caroline Hommet (2), Abdelhamid Khomsi (1)
(1) Laboratoire langage et handicap, JE 2321, Tours, France; (2) Neurology and laboratoire INSERM 316, hôpital Bretonneau, CHRU Tours, France

Vocal imitation in "mother-child" dyads with children developing normally and children with neurological disorders: a longitudinal study

Elena Lyakso, Olga Frolova
St. Petersburg State University, Uchtomsky Institute of Physiology, St. Petersburg, Russia



Room: OEI/323
11.00–13.00 h

Paper Session 26

Chair: Mercé Coll, Spain

Negation for free: Influence from Negative Polarity Items in acquisition

Heiner Drenhaus
University of Potsdam, Department of Linguistics, Potsdam, Germany

"Kids keep yelling at ya?" A new look at polar interrogatives

Bruno Estigarribia
Stanford University, Stanford CA, USA

Early syntactic creativity: insights from computer simulations

Paul Vogt
School of Philosophy, Psychology and Language Sciences, University of Edinburgh, Edinburgh, UK

Visible and Invisible Extraction

Bart Hollebrandse, Leontine Kremers
Groningen University, Groningen, The Netherlands

Room: OEI/302 b
11.00–13.00 h

Paper Session 27

Chair: Katrin Lindner, Germany

Early linguistic profiles of infants at risk for dyslexia

Charlotte Koster, Evelien Krikhaar, Pieter Been
Neuroimaging Center, School of Behavioral and Cognitive Neurosciences, University of Groningen,
Groningen, The Netherlands

Early phonology and morphosyntax in children with a genetic risk of dyslexia

Elise de Bree, Carien Wilsenach, Frank Wijnen
Utrecht University, Utrecht, The Netherlands

Insights on the acquisition of the oral and sign language in Deaf Italians: Logogenia's perspective

Debora Musola (1), Elisa Franchi (1), Laura Mazzoni (2)
(1) University of Venice, Venice, Italy; (2) University of Pisa, Pisa, Italy

FoxP2 and vocal learning in songbirds

S. Haesler (1), K. Wada (2), W. Enard (5), P. Licznernski (3), P. Osten (3), E. Morrisey (4), E. Jarvis (2),
C. Scharff (1)
(1) Max-Planck-Institute for Molecular Genetics, Berlin, Germany; (2) Duke University Medical Center, Durham,
USA; (3) Max-Planck-Institute for Medical Research, Heidelberg, Germany; (4) University of Pennsylvania,
Philadelphia, USA; (5) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Room: OEI/302 a
11.00–13.00 h

Paper Session 28

Chair: Ayhan Aksu-Koc, Turkey

Simplicity of form vs. complexity of structure – two approaches to word-formation acquisition

Ewa Haman
Warsaw University, Warsaw, Poland

Learning Evidential Morphology

Peggy Li (1), Anna Papafragou (2), Chung-hye Han (3), Youngon Choi (4)
(1) Harvard University, Cambridge, USA; (2) University of Delaware, Newark, USA;
(3) Burnaby, Canada; (4) University of Pennsylvania, Philadelphia, USA



The emergence of grammaticality in French: evidence from bound verbal morphology and protomorphological fillers

Edy Veneziano (1), Christophe Parisse (2)

(1) LEAPLE et Equipe Développement et Fonctionnement Cognitifs, Université Paris 5-CNRS, Paris, France;

(2) LEAPLE, Université Paris5-CNRS, Paris, France

The interaction between question formation and verbal morphology in the acquisition of Hebrew

Sharon Armon-Lotem

Bar Ilan University, Ramat Gan, Israel

Room: HFB/Senatssaal

13.00–14.30 h

Poster Session 2 & Lunch Break

P2-01 Symbolic Development Among Monolingual and Bilingual Toddlers

Marc H. Bornstein, Linda R. Cote

National Institute of Child Health and Human Development, Bethesda MD, USA

P2-02 Variation in second language acquisition of Turkish children in Germany

Solveig Kroffke

Research Center „Multilingualism“, Hamburg, Germany

P2-03 Language separation and mixed multilingual input

Carmel O'Shannessy

Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; University of Sydney, Sydney, Australia

P2-04 Bilingualism and tense-aspect: Narrative structures of children acquiring German and Russian

Tanja Anstatt

Slavisches Seminar, Universität Tübingen, Germany

P2-05 Language acquisition in a multilingual society: a pilot study of two siblings from the Veneto Region in Italy

Anna Ghimenton, Jean-Pierre Chevrot

Lidilem, University Stendhal of Grenoble 3, France

P2-06 Mutual Exclusivity and Social Cues in Infants' Ability to Learn Two Labels for a Single Object

Jui Bhagwat (1), Marisol de Jesus (2), Marianella Casasola (1)

(1) Cornell University, Ithaca, USA; (2) University of Puerto Rico, Puerto Rico, US Territory

P2-07 Interculturalism in Bilingual Lexical Development

Gordana Dobravac, Gordana Hrzica, Maja Mustapic, Nevena Padovan

University of Zagreb, Laboratory for Psycholinguistic Research, Zagreb, Croatia

P2-09 Temporal structure in texts written by Dutch deaf children with various levels of proficiency in sign language: a developmental perspective

Liesbeth M. van Beijsterveldt, Janet G. van Hell

Radboud University, Nijmegen, The Netherlands

P2-10 Dialogue and the construction of epistemic verbs

Rodrigo Romero

University at Buffalo, Buffalo, USA

P2-11 Comprehension of sequential and simultaneous events: order-of-mention and chronological time in the acquisition of temporal structures

Pirita Pyykkönen, Juhani Järvikivi

Department of Psychology, University of Turku, Turku, Finland

P2-12 Orienting to third-party conversations

Carmen Martínez-Sussmann (1), Nameera Akhtar (1), Lori Markson (2), Gil Diesendruck (3)

(1) University of California at Santa Cruz, Santa Cruz, USA; (2) University of California at Berkeley, Berkeley, USA; (3) Bar-Ilan University, Ramat-Gan, Israel

P2-13 The Role of Language in the Development of Iconic Representation

Tammy D. Tolar, Amy R. Lederberg, Sonali Gokhale

Georgia State University, Atlanta, USA



- P2-14 Primary Metaphors on Language Acquisition – a crosslinguistic study**
Maity Siqueira
Faccat, Porto Alegre, Brazil
- P2-15 Pre-School Children's Understanding of Instructions**
Ewa Czaplewska, Katarzyna Kaczorowska-Bray
University of Gdansk Department of Speech Pathology, Gdansk, Poland
- P2-16 Improving Discourse Development in Down Syndrome**
Manuela Miranda, Verónica Martínez, Jonathan Huelmo, Elena Álvarez, Gema Fernández, Eliseo Díez-Itza
University of Oviedo, Spain
- P2-17 Spatial Language in Narratives in German Williams Syndrome**
Marion Krause
Institut für Sprache und Information, Dept. Allgemeine Sprachwissenschaft, Heinrich-Heine-Universität
Düsseldorf, Düsseldorf, Germany
- P2-18 Development of Social Communication in a preverbal child with Williams syndrome**
Vesna Stojanovic (1), Deborah James (2)
(1) University of Reading, Reading, UK; (2) University of Newcastle, Newcastle, UK
- P2-19 Parental reports on the web – methods and considerations**
Eva Berglund, Richard Fannon
Department of Psychology, Uppsala, Sweden
- P2-20 The role of linguistic fluency, age of L2 acquisition and experience with new cultural-linguistic environment in bilinguals' divergent thinking**
Anatoliy Kharkhurin
City University of New York, New York, USA
- P2-21 Cross-cultural Study of Metaphor in English and Chinese Children and Adults from the Perspective of Cognitive and Developmental Psychology**
Chongying Wang, Ann Dowker
University of Oxford, Oxford, UK
- P2-22 Variability and Stability in Early Japanese Phonology**
Haruko Miyakoda
Tokyo University of Agriculture and Technology, Tokyo, Japan
- P2-23 The Associations among Maternal Education, Language "teaching practices, and Children's Language Development in China**
Xingming Jin (1), Yiwen Zhang (1), Erika Hoff (2), Chunyan Tian (2)
(1) Shanghai Xinhua Hospital, Shanghai, China; (2) Florida Atlantic University, Boca Raton, USA
- P2-24 The CDI Spanish Short Form: Profiling Language Development in Day Care Centers in Mexico**
Donna Jackson-Maldonado, Jessica Martín del Campo
Universidad Autónoma de Querétaro, Querétaro, Mexico
- P2-25 Expository Discourse Development in American and New Zealand Youth: A Cross-Cultural Comparison**
Marilyn A. Nippold (1), Catherine Moran (2), Tracy C. Mansfield (1), Gail Gillon (2)
(1) University of Oregon, Eugene, Oregon, USA; (2) University of Canterbury, Christchurch, New Zealand
- P2-26 Links Between Language Development and Narrative Structuring Among Preschool-Aged Children**
Hélène Makdissi (1), Andrée Boisclair (2), Catherine Fortier (1), Claudia Sanchez (1)
(1) Université de Sherbrooke, Sherbrooke, Canada; (2) Université Laval, Québec, Canada
- P2-27 Gender Differences in Children's Use of Discourse Markers: Separate Worlds or Different Contexts?**
Elena Andrea Escalera
St. Mary's College of California, Moraga CA, USA
- P2-28 Task activity in speech therapy and at home – comparing two learning contexts**
Tuula Tykkyläinen
University of Helsinki, Dept. of Speech Sciences, Finland
- P2-29 Partial repeats of prior answers: How children construct individual answers to teachers' questions**
Piera Margotti
University for Foreigners of Perugia, Dep. Sciences of Language

- P2-30 Considerations with respect to construction and acquisition of word order in sentences exemplified by resultative constructions in German**
Michael Richter
Institut für deutsche Sprache und Literatur und ihre Didaktik, Universität Lüneburg, Lüneburg, Germany
- P2-31 Language impairment as a result of the parents' discourse**
Leda Verdiani-Tfouni, Beatriz Helena M. Ferriolli
University of São Paulo, Ribeirão Preto, Brazil
- P2-32 Functions of Diminutives in Mother-Child Narrative Construction**
Gigliana Melzi (1), Kendall A. King (2)
(1) New York University, New York, USA; (2) Georgetown University, Washington DC, USA
- P2-33 Variability in Spectro-Temporal Features: a Developmental Study of Speech in Children**
Latika Singh, Nandini Singh
National Brain Research Centre, Manesar Gurgaon, India
- P2-34 Impact of usage of screen media on the social interaction competence of 4–6 year old children**
Aradhna Malik
University of Denver, Denver, USA
- P2-35 Perception and acquisition of stylistic variation with 10/11 year-old children: a pilot study**
Laurence Buson, Jacqueline Billiez
LIDILEM, Université Stendhal, Grenoble, France
- P2-36 The impact of pretend play in the wake of story reading upon children's literate discourse**
Eva Teubal (1), Ester Vardi (2), Tamar Eylon (2), Zehava Cohen (2)
(1) Hebrew University and David Yellin Teachers' College, Jerusalem, Israel; (2) Kaye College of Education, Beer Sheva, Israel
- P2-37 Child-Directed Speech Can Be Elicited in the Absence of a Child**
Sonja Biersack, Vera Kempe
Department of Psychology, Stirling, UK
- P2-38 The development of global coherence in life narratives from childhood to young adulthood**
Tilman Habermas
Goethe University of Frankfurt, Frankfurt am Main, Germany
- P2-39 Sequential dual language learning in adopted children from China**
Karine Gauthier, Fred Genesee
Department of Psychology, McGill University, Montreal, Canada
- P2-40 Clusters of Parent Interaction Styles During Storybook and Expository Book Sharing with Preschoolers**
Lisa Hammett
University of North Carolina at Chapel Hill, USA
- P2-41 Development of Maternal Conversation Repairs**
Judith Vander Woude (1), Abigail Bormann (2)
(1) Calvin College, Grand Rapids, Michigan, USA; (2) Purdue University, West Lafayette, Indiana, USA
- P2-42 Talk-focused talk in maternal speech in early infancy**
Magda Rivero, Ana Teberosky, Núria Ribera
Department of Developmental and Educational Psychology, University of Barcelona, Barcelona, Spain
- P2-43 Responsiveness in peer interaction. Dialogues between children with SLI and language- and age-matched typically developing peers**
Barbro Bruce, Kristina Hansson, Ulrika Nettelbladt
Department of Logopedics, Phoniatrics and Audiology, Lund University, Lund, Sweden
- P2-44 Children's Communication Checklist: the Study of Persian Children**
Yalda Kazemi (1), Elham Afsharian (2), Bahareh Mirzaei (2), Maryam Baghbani (2), Mitra Sademirinejad (2), Leila Gheleyempour (2), Maryam Najarzadeh (2), Neda Yabandeh (2)
(1) Isfahan University of Medical Sciences, Isfahan, Iran; (2) Isfahan, Iran
- P2-45 Development of Referent Introduction in Cantonese Narratives**
Carol K.-S. To
University of Hong Kong, Hong Kong, China



- P2-46 Young Russian children's use of referring expressions**
Olga Fedorova
Moscow State University, Moscow, Russia
- P2-47 The use of temporal markers in different narrative genres across age**
Maria Rosa Sole, Olga Soler
Universitat Autònoma de Barcelona, Barcelona, Spain
- P2-48 Referents' introduction in narrative discourse by normal and language-impaired children**
Juliane Ingold, Stéphane Jullien, Geneviève de Weck
Institut d'orthophonie, University of Neuchâtel, Switzerland
- P2-49 Children's referential perspective in story narration from pictures**
Phyllis Schneider
University of Alberta, Edmonton, Canada
- P2-50 Verbal Prompts and Recasts in Language Interactions with Hebrew and Arabic Language-Impaired Children**
Rachel Yifat (1), Sara Zadunaisky-Ehrlich (2), Hanan Asaad (1)
(1) University of Haifa, Haifa, Israel; (2) The Hebrew University, Jerusalem, Israel
- P2-51 Relationship between early narrative skill and later reading and language ability in Mandarin-speaking children: A longitudinal study**
Chien-ju Chang
National Taiwan Normal University, Taipei, Taiwan
- P2-52 Combining voices in Venezuelan children's narratives**
Martha Shiro
Universidad Central de Venezuela
- P2-53 Complexities of Children's Pragmatic Development: A Comparative Study of 3–6 Year Old Chinese Children with Different Mother-Educational Backgrounds**
Zhou Jing
Faculty of Preschool & Special Educaion, East China Normal University, Shanghai, China
- P2-54 Standardized and Descriptive Measures of Narrative Production in School-Age Children with ADHD**
Geraldyn R. Timler
University at Buffalo, Buffalo NY, USA
- P2-55 Collaborative constructions in conversation**
Rosa Graciela Montes
Benemérita Universidad Autónoma de Puebla, Puebla, Mexico
- P2-56 Episodic development in preschool children's play-prompted and direct elicited narratives**
Hande Ilgaz, Ayhan Aksu-Koc
Bogazici University, Istanbul, Turkey
- P2-57 Spontaneous speech and strategic use of monological repetition in parent-toddler conversation**
Daniela Marchione (1), Simonetta D'Amico (1, 2), Antonella Devescovi (1)
(1) University of Rome la sapienza, Rome, Italy; (2) University of Aquila, Aquila, Italy
- P2-58 Measuring referring expressions in a narrative context: a pilot study with Francophone children**
Camille Gregoret-Quinn, Phyllis Schneider
University of Alberta, Edmonton, Canada
- P2-59 Narrative and other aspects of memory in three groups of preschoolers: perinatal brain lesions/specific language impairment/typically developing children**
Jasmina Ivsac, Sanja Simlesa, Marta Ljubescic
Faculty of Education and Rehabilitation Sciences, Speech and Language Pathology Department,
University of Zagreb, Croatia
- P2-60 Synaesthetic metaphor in children's texts – field: The neurocognitive basis of language learning**
Bernadeta Niesporek-Szamburska
Silesian University, Katowice, Poland



- P2-61 A cross-linguistic study in Turkish and Dutch: Disentangling Bilingualism in Children with Specific Language Impairment (SLI)**
Antje Orgassa, Jan de Jong, Fred Weerman, Anne Baker
University of Amsterdam, Amsterdam Center of Language and Communication (ACLC), Amsterdam, The Netherlands
- P2-62 Development of Comprehension of (In)transitivity in Turkish: an Act-out Study**
Tilbe Gökşun (1), Aylin C. Küntay (1), Letitia R. Naigles (2)
(1) Koç University, Istanbul, Turkey; (2) University of Connecticut, CT, USA
- P2-63 Cultural Variations in Mother-Child Talk About Mental States**
Robin Thompson, Gigliana Melzi
New York University, New York, USA
- P2-64 Language skills, executive function and children theories of mind**
Maria Kielar-Turska, Marta Bialecka-Pikul, Anna Skórska
Institute of Psychology, Jagiellonian University, Kraków, Poland
- P2-65 Naming emotions in communicative situations: research on verbal expression of emotions**
Maria Kielar-Turska, Marta Bialecka-Pikul
Institute of Psychology, Jagiellonian University, Kraków, Poland
- P2-66 A cross-linguistic study of affective speech in bilingual children**
Ioulia Grichkovtsova, Ineke Mennen
QMUC, Edinburgh, UK
- P2-67 Mothers' Reading Practices in Japan and the US**
Eiko Kato-Otani
Osaka Jogakuin College, Osaka, Japan
- P2-68 Ways of being together: German and Japanese preschoolers and their mothers' conversations on internal states**
Jessica Tsubakita, Alkim Ari
Freie Universität, Berlin, Germany
- P2-69 Does the relationship between social interaction and language development vary across different social contexts?**
Joan Test
Southern Illinois University, Carbondale, Illinois, USA
- P2-70 Comparative study of early language development and cognitive development in the U.S. and Japan**
Tamiko Ogura (1), Philip S. Dale (2), Yukie Yamashita (3), Toshiki Murase (4), Aki Mahieu (3)
(1) Kobe University, Kobe, Japan; (2) University of Missouri-Columbia, Columbia, USA;
(3) Shimane Prefectural Women's College, Matsue, Japan; (4) Shimane University, Matsue, Japan
- P2-71 It's a little freaky: Boys' mitigation of verbal expressions of affection and affiliation**
Judith Becker Bryant (1), Ganie DeHart (2)
(1) University of South Florida, Tampa, USA; (2) State University of New York at Geneseo, Geneseo, USA
- P2-72 Contingency Relations in Mandarin Parent-child Conversation**
Chiung-chih Huang
National Chengchi University
- P2-73 Children's expression of intentional and epistemic states as reasons of events in narratives: the role of scaffolding in 4–6 to 12 year-olds normally-developing and SLI children**
Edy Veneziano (1), Christian Hudelot (2)
(1) LEAPLE et Equipe Développement et Fonctionnement Cognitifs, Université Paris 5-CNRS, Paris, France;
(2) LEAPLE, Université Paris 5-CNRS, Paris, France
- P2-74 Language Mixing and Language Maintenance: Story telling strategies among Aboriginal caregivers**
Gillian Wigglesworth (1), Jane Simpson (2), Karin Moses (1), Felicity Meakins (1), Patrick McConvell (3), Samantha Disbray (1)
(1) University of Melbourne, Melbourne, Australia; (2) University of Sydney, Sydney, Australia;
(3) Institute for Aboriginal and Torres Strait Islander Studies, Canberra, Australia
- P2-75 Developmental pragmatics: crosslinguistic aspects in atypical children**
Erland Hjelmquist
University of Goteborg, Goteborg, Sweden



- P2-76 Developmental pragmatics: crosslinguistic aspects in atypical children**
Geneviève de Weck
University of Neuchâtel, Neuchâtel, Switzerland
- P2-77 Learning talk in peer interaction 1**
Veslemøy Rydland, Vibeke Grøver Aukrust
University of Oslo, Oslo, Norway
- P2-78 Learning talk in peer interaction 2**
Shoshana Blum-Kulka, Michael Hamo
Hebrew University, Jerusalem, Israel
- P2-79 Learning talk in peer interaction 3**
Ageliki Nicolopoulou, Carolyn Brochmeyer
Lehigh University, Bethlehem PA, USA
- P2-80 Screening Polish late talkers with Bates-MacArthur inventories at the age of 18, 24 and 30 months**
Magdalena Smoczynska, Dorota Kiebzak-Mandera, Agnieszka Kraska, Kinga Kiklica, Karolina Szczurek
Jagellonian University, Kraków, Poland
- P2-81 The MacArthur-Bates CDI in some Romance Languages and Basque: language development and language differences**
Miguel Pérez-Pereira (1), Dona Jackson-Maldonado (2), Maria-José Ezeizabarrena (3), Sophie Kern (4)
(1) Univ. of Santiago de Compostela; (2) Univ. of Querétaro, Mexico; (3) Univ. of the Basque Country; (4) Univ. of Lyon
- P2-82 The Galician Version of the MacArthur-Bates scales.**
Mariela Resches, Pilar Fernández, Miguel Pérez-Pereira
University of Santiago de Compostela
- P2-83 French version of the MacArthur-Bates CDI "words and sentences"**
Sophie Kern
Laboratoire Dynamique du Langage, Lyon, France
- P2-84 Catalan version of the MacArthur-Bates CDI-II "words and sentences"**
E. Serrat (1), R. Olmo (1), I. Badia (2), M. Sanz Torrent (2), E. Aguilar (3), M. F. Lara (2), M. Serra (2)
(1) Departament de Psicologia, University of Girona, Spain; (2) Departament de Psicologia Bàsica, University of Barcelona, Spain; (3) Departament de Psicologia de l'Educació, University of Illes Balears, Spain
- P2-85 The Basque version of the MacArthur-Bates scales (CDI-II)**
Maria-José Ezeizabarrena (1), Nekane Arratibel (2), Andoni Barreña (3), Alazne Petuya (4)
(1) Univ. of the Basque Country, (2) University of Mondragon, (3) University of Salamanca, (4) Seaska

Room: HFB/HS A
14.30–16.00 h

Symposium 13

Disordered Language and Complex Syntax

Thomas Roeper (1), Ina Reckling (2), Petra Schulz (3), Lamya Abdulkarim (4), Barbara Pearson (1), Uri Strauss (1), Ulrich Sauerland (5)
(1) University of Massachusetts, Amherst, USA; (2) University of Potsdam, Potsdam, Germany;
(3) University of Education, Karlsruhe, Germany; (4) King Saud University, Riad, Saudi Arabia;
(5) Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany



Room: HFB/HS B
14.30–16.00 h

Symposium 14

Acquiring Nouns and Verbs across Languages and Cultures

Twila Tardif (1), Cheri Chan (1), Diane Poulin-Dubois (2), Yuriko Oshima-Takane (3), Mutsumi Imai (4), Lianjing Li (5), Etsuko Haryu (6), Hiroyuki Okada (7), Jun Shigematsu (6), Kathy Hirsh-Pasek (8), Roberta Golinkoff (9), Tracy Lavin (10), D. Geoffrey Hall (11), Dilys Leung (12), Dedre Gentner (10) (1) University of Michigan, Ann Arbor, USA; (2) Concordia University, Montreal, Canada; (3) McGill University, Montreal, Canada; (4) Keio University, Fujisawa, Japan; (5) Peking University, Beijing, China; (6) University of Tokyo, Tokyo, Japan; (7) Tokai University, Kanagawa, Japan; (8) Temple University, Philadelphia, USA; (9) University of Delaware, Newark, USA; (10) Northwestern University, Chicago, USA; (11) University of British Columbia, Vancouver, Canada; (12) Dalhousie University, Halifax, Canada

Room: HFB/HS C
14.30–16.00 h

Symposium 15

Exploring the Effects of Prosody, Morphology, Frequency and Representation on the Development of Syllable Structure in Romance Languages

Katherine Demuth (1), Pilar Prieto (2), Marta Bosch-Baliarda (3), Sonia Frota (4), Maria Joao Freitas (4), Marina Vigario (5), Conxita Lleó (6), Margaret Kehoe (6), Elizabeth McCullough (1) (1) Brown University, Providence RI, USA; (2) ICREA and Universitat Autònoma de Barcelona, Spain; (3) Universitat de Barcelona, Spain; (4) Universidade de Lisboa, Portugal; (5) Universidade do Minho; (6) University of Hamburg, Hamburg, Germany

Room: OEI/105
14.30–16.00 h

Symposium 16

Role of Gesture in Language Development

Seyda Özçaliskan (1), Jana M. Iverson (2), Kristine Jensen de Lopez (3), Susan Goldin-Meadow (1), Susan Cohen-Levine (1), Karyn Brasky (1), Molly Nikolas (1), M. Cristina Caselli (4), Emiddia Longobardi (5), Katia Spampinato (4), Arianna Bello (6), Olga Capirci (4), Virginia Volterra (4), Donna Thal (7) (1) University of Chicago, Chicago, USA; (2) University of Pittsburgh, Pennsylvania, USA; (3) University of Aalborg, Aalborg, Denmark; (4) Institute of Cognitive Science and Technology, CNR, Rome, Italy; (5) University of Rome "La Sapienza", Rome, Italy; (6) Centro per lo studio delle disabilità neurocognitive dello sviluppo – Università di Parma, Italy; (7) California State University, San Diego, USA

Room: HFB/HS D
14.30–16.00 h

Symposium 17

Bilingual/Second Language Children and Specific Language Impairment

Kathryn Kohnert (1), Jennifer Windsor (1), Vera Gutierrez-Ciellen (2), Judit Steenge (3), Ludo Verhoeven (3), Hans Van Balkom (3), Johanne Paradis (4), Martha Crago (5) (1) University of Minnesota, Minneapolis, USA; (2) San Diego State University, San Diego, USA; (3) Radboud University, Nijmegen, The Netherlands; (4) University of Alberta, Edmonton, Canada; (5) McGill University, Montreal, Canada

Room: OEI/121
14.30–16.00 h

Symposium 18

Learning Complex Syntax

Holger Diessel (1), Evan Kidd (2), Ewa Dabrowska (3), Elena Lieven (4), Devin Casenhiser (5), Adele Goldberg (5), Joan L. Bybee (6) (1) University of Jena, Germany; (2) University of Manchester, UK; (3) University of Sheffield, UK; (4) MPI-EVA, Leipzig, Germany; (5) Princeton University, USA; (6) University of New Mexico, Albuquerque, USA



Room: OEI/323
14.30–16.00 h

Paper Session 29

Chair: Anastasia Christofidou, Greece

Acquisition of aspectual markers in Bulgarian

Milena Kuehnast

Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany

The interaction of Tense and Aspect in the acquisition of child Greek

Sophia Delidaki

The University of Reading, Reading, UK

Children's Comprehension of Particle Verbs and Aspect

Liane Jeschull

University of Massachusetts, Amherst, USA; University of Leipzig, Germany

Room: OEI/302 b
14.30–16.00 h

Paper Session 30

Chair: Heiner Drenhaus, Germany

The acquisition of irregular plurals in Brazilian Portuguese

Thaís Cristóvão-Silva (1), Christina Gomes (2), Daniela Guimarães (1), Ana Paula Huback (1, 3)

(1) Federal University of Minas Gerais, Belo Horizonte, Brazil; (2) Federal University of Rio de Janeiro, Rio de Janeiro, Brazil; (3) University of New Mexico, USA

The acquisition of prosodically complex words in German L1

Angela Grimm

University of Potsdam, University of Groningen

Is epenthesis a means to optimize feet? The answer is determined by methodological choices

Helena Taelman

Universiteit Antwerpen – CNTS, Antwerpen, Belgium

Room: OEI/302 a
14.30–16.00 h

Paper Session 31

Chair: Antje Richter, Germany

The Relationship between Verbosity and Nonverbal Behavior as an Indicator of Involvement in Parent-Child Interaction

Tsfira Lichtman

Ono Academic College, Kiriyat Ono, Israel

Uncertainty in peer co-narration

Barbara Bokus

University of Warsaw, Warsaw, Poland

Influence of Foreign House Maids on Saudi Children's First Language Acquisition

Reima Sado Al-Jarf

King Saud University, Riyadh, Saudi Arabia

Room: OEI/301
14.30–16.00 h

Paper Session 32

Chair: Marita Böhning, Germany

The phonological shape of inflected forms in German Williams syndrome

Martina Penke

Institut für Sprache und Information, Universität Düsseldorf, Düsseldorf, Germany



**Linguistic markers of sociability in French-speaking children with Williams Syndrome:
Is the profile consistent across contexts?**

Agnès Lacroix, Josie Bernicot
Université de Poitiers-CNRS, France

Phonological Characteristics in Prader-Willi Syndrome and Optimality Theory

Cheryl Gamble
University of Ulster, Northern Ireland

16.00–16.30 h

Coffee Break

Room: HFB/HS A
16.30–18.00 h

Symposium 19

The Interaction of Input and Learning Mechanisms in Language Acquisition: Four Case Studies

Toby Mintz (1), Rushen Shi (2), Jesse Snedeker (3), Jeffrey Lidz (4)
(1) University of Southern California, San Diego, USA; (2) Université du Québec, Montréal, Canada;
(3) Harvard University, Cambridge, USA; (4) Northwestern University, Chicago, USA

Room: HFB/HS B
16.30–18.00 h

Symposium 20

Children's Difficulties with Language, Literacy and Word Retrieval

Elizabeth Simmonds (1), Diane German (2), Rochel Newman (3), Jenny Thompson (4), Usha Goswami (4),
Julie Dockrell (5), David Messer (6), Victoria Murphy (7)
(1) University College, London, UK; (2) National Louis University, USA; (3) University of Maryland, USA;
(4) University of Cambridge, UK; (5) Institute of Education, UK; (6) Open University, UK;
(7) University of Oxford, UK

Room: HFB/HS C
16.30–18.00 h

Symposium 21

Interpreting Children's Errors in First Language Acquisition

Javier Aguado-Orea (1), Ben Ambridge (2), Sarah Fletcher (2), Daniel Freudenthal (2), Fernand Gobet (3),
Julian Pine (2), Caroline Rowland (2), Michael Tomasello (4)
(1) mAntonio de Nebrija University, Madrid, Spain; (2) University of Liverpool, Liverpool, UK;
(3) Brunel University, Uxbridge, UK; (4) Max-Planck-Institute, Leipzig, Germany

Room: OEI/121
16.30–18.00 h

Symposium 22

From Homesign to Emerging Language: A Cross-Cultural, Developmental Survey of Young Languages

Sarah Van Deusen Phillips (1), Asli Ozyürek (2, 3), Carolyn Mylander (1), Burcu Sancar (1), Mark Aronoff (4),
Irit Meir (5), Carol Padden (6), Wendy Sandler (5), Marie Coppola (1), Ann Senghas (7), Eve V. Clark (8)
(1) University of Chicago, Chicago, USA; (2) FC Donders Center for Cognitive Neuroimaging;
(3) Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; (4) SUNY Stony-Brook,
Stony Brook, USA; (5) University of Haifa, Haifa, Israel; (6) University of California-San Diego, San Diego, USA;
(7) Barnard College of Columbia University, New York, USA; (8) Stanford University, Stanford, USA



Room: HFB/HS D
16.30–18.00 h

Symposium 23

Children with SLI: Information Processing in Different Domains

Edith L. Bavin (1), Jarrad A. G. Lum (2), Kristy Dodwell (1), Alison Barnard (1), Peter Wilson (3), Paul Maruff (4)

(1) LaTrobe University, Melbourne, Australia; (2) University of Manchester, Manchester, UK;
(3) RMIT University, Melbourne, Australia; (4) CogState, Melbourne, Australia

Room: OEI/301
16.30–18.00 h

Symposium 24

Language Choice and Code-Switching in Multilingual Acquisition

Suzanne Quay (1), Iliana Reyes (2), Nereyda Hurtado (3), Regina Köppe (4), Keiko Nakamura (5), Nathalie Niederberger (6)

(1) International Christian University, Tokyo, Japan; (2) University of Arizona, Tucson, USA;
(3) Stanford University, Stanford, USA; (4) University of Hamburg, Hamburg, Germany;
(5) Keio University, Tokyo, Japan; (6) University of Geneva, Geneva, Switzerland

Room: OEI/302 b
16.30–18.00 h

Paper Session 33

Chair: Kazuko Yatsushiro, Germany

A Late and Selective Semantic Deficit in Specific Language Impairment

Ulrich Sauerland
Zentrum für allgemeine Sprachwissenschaft, Berlin, Germany

Semantic skills of children with language impairments and autistic spectrum disorders

Courtenay Frazier Norbury
Department of Experimental Psychology, University of Oxford, Oxford, UK

The acquisition of the semantics of exhaustive wh-questions from a cross-linguistic perspective

Petra Schulz (1), Thomas Roeper (2), Barbara Zurer Pearson (2)
(1) University of Education, Karlsruhe, Germany; (2) University of Massachusetts, Amherst, USA

Room: OEI/323
16.30–18.00 h

Paper Session 34

Chair: Annette Fox, Germany

The acquisition of consistent word realisation in German-speaking children aged 2;0–2;11

Blanca Schaefer (1), Annette V. Fox (2)
(1) Department of Human Communication Sciences, University of Sheffield, Sheffield, UK;
(2) EFF University of Applied Sciences, Idstein, Germany

Voicing and place contrasts acquisition in the Brazilian Portuguese by normal and delayed children

Catia de Azevedo Fronza
UNISINOS, São Leopoldo, Brazil

Relations between production and judgment of acceptability between 2 and 6 years-old: the case of the French liaison

Aurélien Nardy, Jean-Pierre Chevrot
LIDILEM, Université Stendhal Grenoble 3, France



Room: OEI/105
16.30–18.00 h

Paper Session 36

Chair: Barbara Pfeiler, Mexico

A cross-linguistic study of low-income families: Mother-child communication in the U.S. and Venezuela

Beatrice Schnell-Anzola (1), Meredith Rowe (2), Barbara Alexander Pan (1), Robert LeVine (1)
(1) Harvard Graduate School of Education, Cambridge, USA; (2) University of Chicago, Chicago, USA

Do Fathers Contribute to Children's Early Language in Low Socioeconomic Status Families?

Lori A. Roggman, Lisa K. Boyce, Gina Cook, Katie Christiansen, DeAnn Jones
Utah State University, Logan, Utah, USA

Initial acquisition of nouns and verbs in Tzeltal speaking children

Dedre Gentner (1), Penelope Brown (2) Kathleen Braun (1)
(1) Northwestern University, Evanston, USA; (2) Max-Planck-Institute for Psycholinguistics,
Nijmegen, The Netherlands

Room: HFB/HS A
18.15 h

Business Meeting



Thursday, July 28, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 4

Chair: Jürgen Meisel, Germany

Language, Core Knowledge and the Biological Foundations of Math and Science

Elizabeth S. Spelke
Harvard University, Cambridge, USA

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 37

Chair: Susanna Bartsch, Germany

The relation between mental verbs and ToM performance: Evidence from Turkish children

Ayhan Aksu-Koc, Gunes Avci, Cagla Aydin, Nihan Sefer, Yesim Yasa
Bogazici University, Istanbul, Turkey

“That’s me thinking in your head”: theory of mind and semantic development in children with autism

Susan Douglas
La Trobe University, Bundoora, Australia

Japanese Children’s Early Understanding of Epistemic Particles and Its Effect on False-Belief Reasoning

Tomoko Matsui (1), Yui Miura (1), Hannes Rakoczy (2), Michael Tomasello (2)
(1) International Christian University, Mitaka, Tokyo, Japan; (2) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

The use of psychological state terms by late talkers at ages 3, 4, and 5 years

Eliza Carlson Lee, Leslie Rescorla
Bryn Mawr College, Bryn Mawr PA, USA

Room: OEI/121
11.00–13.00 h

Paper Session 38

Chair: Milena Kühnast, Bulgaria

‘Kiffer’ is an agent, ‘feeky’ is a quality: Young children’s recognition of English derivational morphemes

Laura Gonnerman
Department of Psychology, Lehigh University, Bethlehem PA, USA

Implications of derivational transparency on the acquisition of lexicon

Marijan Palmovic, Gordana Hrzica, Maja Mustapic
University of Zagreb, Zagreb, Croatia

Lexical and morphological knowledge in the development of Hebrew derived nouns across adolescence

Batia Seroussi
Tel-Aviv University, Tel-Aviv, Israel

The role of the lexicon in children’s interpretation of novel compound words

Andrea Krott (1), Christina Gagné (2)
(1) University of Birmingham, Birmingham, UK; (2) University of Alberta, Edmonton, Canada



Room: HFB/HS C
11.00–13.00 h

Paper Session 39

Chair: Ludovica Serratrice, UK

Asymmetry in early bilingual lexical development: more evidence for dissociations between comprehension and production

Annick De Houwer (1), Marc H. Bornstein (2)
(1) University of Antwerp, Antwerp, Belgium; (2) National Institute of Child Health and Human Development, NIH, Bethesda, USA

Bilingual and Monolingual Semantic Development: Evidence from a Repeated Word Association Task

Li Sheng (2), Karla McGregor (2), Viorica Marian (1)
(1) Northwestern University, Evanston, USA; (2) University of Iowa, Iowa City, USA

Early word recognition in bilinguals: differential sensitivity to vowel mispronunciations in known words

Marta Ramon-Casas (1), Laura Bosch (1), Daniel Swingley (2), Núria Sebastian-Gallés (1)
(1) Universitat de Barcelona, Departament Psicologia Bàsica, Parc Científic Barcelona, Spain;
(2) University of Pennsylvania, USA

The Acquisition of Thai classifiers in bilingual children: A longitudinal study

Jaruluck Ngamluck
Maejo University, Chiang Mai, Thailand

Room: HFB/HS B
11.00–13.00 h

Paper Session 40

Chair: Heiner Drenhaus, Germany

How do Children First Talk about Number? Antecedents to Plural Marking

Eve V. Clark, Tatiana V. Nikitina
Stanford University, Stanford, USA

Three dogs and three barks: How abstract are children's number words?

Yi Ting Huang, Jesse Snedeker, Elizabeth Spelke
Harvard University, Cambridge MA, USA

Speaking for Thinking or how do children learn to understand basic temporal concepts?

Barbara Schmiedtová, Petra Gretsche
MPI for Psycholinguistics, Nijmegen, The Netherlands

Neural correlates of semantic processing in 20-month-olds

Janne von Koss Torkildsen
Department of Linguistics, University of Oslo, Oslo, Norway

Room: HFB/HS D
11.00–13.00 h

Paper Session 41

Chair: Virginia Mueller Gathercole, UK

Phonological effects on past tense over-regularisation in typical development and Grammatical-SLI

Chloe Marshall, Heather van der Lely
University College, London, UK

Acquisition of Morphophonology in Typically Developing Children and Children with Specific Language Impairment

Annemarie Kerkhoff, Elise de Bree
Utrecht University, Utrecht, The Netherlands

Three phonological theories at test about language impairment in French-speaking children

Christophe Parisse (1), Christelle Maillart (2)
(1) LEAPLE, Villejuif, France; (2) UCL, Louvain-La-Neuve, Belgium



Milestones in Impaired and Unimpaired First Language Acquisition: Why the Sequence Cannot Easily Be Violated

Stephen D. Oller, Liang Chen, John W. Oller Jr.
University of Louisiana, Lafayette, Louisiana, USA

Room: OEI/105
11.00–13.00 h

Paper Session 42

Chair: Claire Martinot, France

Phon: a computerized database for research in phonological acquisition

Yvan Rose (1), Brian MacWhinney (2), Rodrigue Byrne (1), Harold Wareham (1), Gregory Hedlund (1), Philip O'Brien (3)

(1) Memorial University of Newfoundland, St. John's, Canada; (2) Carnegie Mellon University, Pittsburgh, USA; (3) Dalhousie University, Halifax, Canada

A new method for analysing vowel productions cross-linguistically: Data from Hungarian- and Dutch-speaking children

Krisztina Zajdó (1), Jeannette M. van der Stelt (2)

(1) University of Wyoming, Division of Communication Disorders, Laramie, Wyoming, USA; (2) University of Amsterdam, Institute of Phonetic Sciences; ACLC, Amsterdam, The Netherlands

Acquiring phonological alternations

Katherine White (1), James Morgan (1), Sharon Peperkamp (2), Cecilia Kirk (3)

(1) Brown University, Providence, USA; (2) Laboratoire de Sciences Cognitives et Psycholinguistique, Paris, France; (3) University of Canterbury, Christchurch, New Zealand

Phonotactic Clues to Rhotic Structure in Brazilian Portuguese

Eleonora Albano

State University of Campinas, Campinas, Brazil

Room: OEI/302 a
11.00–13.00 h

Paper Session 43

Chair: Mercé Coll, Spain

Functions of questions in "adult-child" dialogues (based on Russian)

Viktoria Kazakovskaya

Russian Academy of Sciences, Institute for Linguistic Studies, St. Petersburg, Russia

Evaluation Processes in L2 European Portuguese Spontaneous and Elicited Narrative Discourse

Hanna J. Batoreo

Universidade Aberta, Lisboa, Portugal

Developmental patterns of communicative acts in Japanese children

Hiromi Tsuji, Rhona Stainthorp

Osaka Shoin Women's University, Nara, Japan

Japanese children's interaction skills in triadic family discourse

Hiroko Kasuya, Kayoko Uemura

Bunkyo Gakuin University, Fujimino, Japan

Room: OEI/302 b
11.00–13.00 h

Paper Session 44

Chair: Marit Westergaard, Norway

Productivity with the German transitive: preferential-looking versus pointing

Miriam Dittmar, Kirsten Abbot-Smith

Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Verb Productivity and Dative Shift

Erin Conwell, Katherine Demuth

Brown University, Providence, USA



Growth in syntactic complexity between 4 years of age and adulthood

Dorothy Bishop, David McDonald
University of Oxford, Oxford, UK

Joint attention in verb argument realization

Barbora Skarabela
Boston University, USA

Room: OEI/301
11.00–13.00 h

Paper Session 45

Chair: Isabelle Darcy, Germany

Development of vocalizations of deaf and normally hearing infants

Chris Clement (1), Anne Baker (2), Florian van Beinum (3)
(1) Centre for Child Studies, Rotterdam, The Netherlands; (2) Section Psycholinguistics, Language Pathology and Sign Linguistics, Amsterdam Centre for Language and Communication, University of Amsterdam, Amsterdam, The Netherlands; (3) Institute of Phonetic Sciences, Amsterdam Centre for Language and Communication, University of Amsterdam, Amsterdam, The Netherlands

Speech and language acquisition after Cochlear Implantation: A longitudinal study

Steven Gillis (1), Paul Govaerts (2), Karen Schauwers (1)
(1) University of Antwerp, Antwerp, Belgium; (2) The Eargroup, Antwerp, Belgium

Deaf children acquiring ASL classifiers: Errors and Pattern of Development in a Signed Language

Silke Brendel, Robert Hoffmeister, Sarah Fish
Center for the Study of Communication and the Deaf, Boston University, Boston, USA

Narrative development in German Sign Language and Written Language: Developmental asynchronies and language contact

Knut Weinmeister (1), Carolina Plaza Pust (2)
(1) Humboldt-Universität, Berlin, Germany; (2) J. W. Goethe Universität, Frankfurt, Germany

Room: OEI/323
11.00–13.00 h

Paper Session 46

Chair: Christine Dimroth, The Netherlands

Word-category Linkage in 12-month-old Infants

Sabine Weinert, Dajie Zhang Topp
Lehrstuhl Psychologie I, Universität Bamberg, Bamberg, Germany

A cross-linguistic study of the role of syntactic cues in verb acquisition: results from 23-month old infants

Savita Bernal (1), Jeffrey Lidz (1, 2), Sandra Waxman (3), Michel Dutat (1), Anne Christophe (1)
(1) LSCP (ENS-CNRS-EHESS), Paris, France; (2) Department of Linguistics, Northwestern University, Evanston, USA; (3) Department of Psychology, Northwestern University, Evanston, USA

Audiovisual synchrony in infant language learning

George Hollich (1), Christopher G. Prince (2), Eric Mislivec (2), Nathan Helder (2)
(1) Purdue University, West Lafayette IN, USA; (2) University of Minnesota, Duluth, USA

Developmental variations in language acquisition: A five-year follow-up study

Peter B. Marschik, Christa Einspieler
Department of Systems Physiology, Centre of Physiological Medicine, Medical University of Graz, Graz, Austria

Room: HFB/Senatssaal
13.00–14.30 h

Poster Session 3 & Lunch Break

P3-01 The Production of Motion Verbs in School-aged Children and Adults

Annalisa Setti, Nicoletta Caramelli, Donatella D. Maurizzi
Department of Psychology, University of Bologna, Bologna, Italy



- P3-02 Parameterized Linking: explaining cross-linguistic differences in verb learning**
Janet Randall
Northeastern University
- P3-03 The early Ontogenesis of Bulgarian Verb Morphology**
Velka Popova (1), Stefka Popova (2)
(1) Konstantin-Preslavsky-University, Shumen, Bulgaria; (2) Ludwig-Maximilian-University, Munich, Germany
- P3-04 Morphological development in Brazilian Portuguese verbal acquisition**
Leonor Scliar-Cabral (1), Brian MacWhinney (2)
(1) Federal University of Santa Catarina (UFSC); National Council of Research (CNPq), Florianopolis, Brazil;
(2) Carnegie Mellon University, Pittsburg, USA
- P3-05 Verb vocabulary and progress on verb morphology: a case study**
Mònica Sanz Torrent (1), Elisabet Serrat (2), Raquel Olmo (2)
(1) University of Barcelona, Barcelona, Spain; (2) University of Girona, Girona, Spain
- P3-06 Acquiring plural morphology when the input does not reflect the adult grammar**
Karen Miller, Cristina Schmitt
Michigan State University, USA
- P3-07 Beyond one child: Syntactic creativity in a dense database**
Dorothe Salomo
Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany
- P3-08 Distributional evidence for category learning**
Heike Behrens
Rijksuniversiteit Groningen, Groningen, The Netherlands
- P3-09 A Dense Corpus Study of the Development of the English Transitive Construction**
Robert Maslen
Max Planck Child Study Centre, Department of Psychology, University of Manchester, UK
- P3-10 The Acquisition of Wh-pronouns in Norwegian and Swedish**
Rasmus Steinkrauss
CLCG Faculteit der Letteren Rijksuniversiteit Groningen, Groningen, The Netherlands
- P3-11 Language impairment in Swedish bilingual children – epidemiological and linguistic methods**
Eva-Kristina Salameh, Ulrika Nettelbladt
Dept. of Logopedics, Phoniatrics and Audiology, Lund University, Lund, Sweden
- P3-12 Comparing child L2 acquisition to unimpaired and impaired language acquisition**
Vasiliki Chondrogianni
University of Cambridge, Research Centre for English and Applied Linguistics
- P3-13 The first words produced by Danish children: An analysis of longitudinal data on early lexical development based on CDI parental reports**
Sonja Wehberg (1), Werner Vach (2)
(1) Center for Language Acquisition, University of Southern Denmark Odense, Odense, Denmark;
(2) Department of Statistics, University of Southern Denmark Odense, Odense, Denmark
- P3-14 Quantitative and qualitative aspects of early lexicon in preterm very low birth weight infants at two years of age**
Suvi Stolt (1, 2), Petriina Takila (2), Liisa Lehtonen (2), Helena Lapinleimu (2), Leena Haataja (2),
The Pipari Study Group (2)
(1) The University of Helsinki, Helsinki Finland; (2) Turku University Hospital, Turku, Finland
- P3-15 Maternal Labeling and Deaf Children's Fastmapping of Novel Words: Is There a Link?**
Lama K. Farran, Amy R. Lederberg, Lori A. Jackson
Georgia State University, Atlanta, USA
- P3-16 Fast mapping and generalization of spatial reference terms by 4-year-olds**
Peggy Li (1), Anna Shusterman (1), Linda Abarbanell (1), Amanda Price (2)
(1) Harvard University, Cambridge, USA; (2) Wellesley College, Wellesley, USA
- P3-17 Paired associated learning among Hong Kong Chinese dyslexic children**
Man Ching Chow, Suk Han Ho
University of Hong Kong, Hong Kong, China



- P3-18 Expressive Vocabulary and Grammar in Toddlers: Association with DNA Markers**
Marianna E. Hayiou-Thomas (1), Philip S. Dale (2)
(1) Department of Psychology, University of York, York, UK; (2) Department of Communication Science & Disorders, University of Missouri-Columbia, Columbia MO, USA
- P3-19 Language development in twins and singleton children in the second year of life**
Emiddia Longobardi, Monia Curi, Antonella Devescovi
Dept. of Clinical Psychology, Univ. La Sapienza, Rome, Italy
- P3-20 Bilingualism in richly inflected languages: Benefits and risks**
Maarit Silvén (1), Eugenia Kerek (2)
(1) Department of Psychology, University of Tampere, Tampere, Finland; (2) Department of Psychology, University of Turku, Turku, Finland
- P3-21 Up, up, and away! A growth curve approach to early Hungarian vocabulary development**
Leslie Nabors Oláh
Harvard University, Cambridge MA, USA
- P3-22 Partial Knowledge in Language Acquisition: Explaining Discrepancies Between Comprehension and Production**
Ulrike Hahn (1), Merce Prat-Sala (2)
(1) School of Psychology, Cardiff University, Cardiff, UK; (2) Dept. of Psychology, King Alfred's College Winchester, Winchester, UK
- P3-23 Autoregulatory uses of speech in a referential communicative situation**
Conchi San Martín
Dpt. Psicología Basica, Faculty of Psychology, University of Barcelona, Barcelona, Spain
- P3-24 The phonological origins of characteristic morpho-syntactic errors in children with Specific Language Impairment (SLI)**
Eva Aguilar-Mediavilla (1), M. Fernanda Lara-Díaz (2)
(1) Universitat Illes Balears, Palma de Mallorca, Spain; (2) Universitat de Barcelona, Barcelona, Spain
- P3-25 Working memory and attention: A study in pre-school children with normal and impaired language development**
Markus Janczyk, Hermann Schöler, Joachim Grabowski
Pädagogische Hochschule, Heidelberg, Germany
- P3-26 Linguistic characters and genetic history of toddlers with late onset of expressive language**
Kakia Petinou (1, 2), Violetta Anastasiadou (2)
(1) Cyprus College, Nicosia, Cyprus; (2) Cyprus Institute of Neurology and Genetics, Nicosia, Cyprus
- P3-27 Verb Use Patterns Of Children With Specific Language Impairment: An Experimental Study of Event Representations**
Iris Badia, Miquel Serra
Departament de Psicologia Bàsica, Universitat de Barcelona, Barcelona, Spain
- P3-28 Gestures and Cognitive Gains in Children with Specific Language Impairment**
David Messer (1), Karen Pine (2), Nikki Lufkin (2)
(1) Open University, Milton Keynes, UK; (2) University of Hertfordshire, Hatfield, UK
- P3-29 Searching for clinical markers of Specific Language Impairment in Greek**
Nafsika Smith (1), Susan Edwards (1), Vesna Stojanovic (1), Spyridoula Varlokosta (2)
(1) University of Reading, Reading, UK; (2) University of the Aegean, Rhodes, Greece
- P3-30 Anaphoric Processing in Children with Specific Language Impairment**
Richard G. Schwartz (1), Arild Hestvik (1), David Swinney (2), Liat Seiger (1), Diana Almodovar (1), Stacy Asay (1)
(1) The Graduate Center of the City University of New York, New York, USA; (2) University of California at San Diego, La Jolla, USA
- P3-31 Morpho-syntactic performance in the narratives of children with language impairment.**
Anne Hesketh, Catherine Adams
School of Psychological Sciences, The University of Manchester, Manchester, UK
- P3-32 Adult-Child Interaction and the Acquisition of the Bulgarian Verbal Aspect by Children with Specific Language Impairment**
Juliana Stojanova (1), Rositsa Yakimova (2)
(1) Sofia University, Sofia, Bulgaria; (2) New Bulgarian University, Sofia, Bulgaria



- P3-33 Language Processing Overload: Evidence from sentence comprehension of Japanese SLI children**
Yumiko Tanaka Welty (1), Lise Menn (2)
(1) International University of Health and Welfare, Tochigi, Japan; (2) University of Colorado, Boulder, USA
- P3-34 Nonword repetition in Spanish-speaking Children with Specific Language Impairment**
Dolors Girbau (1), Richard G. Schwartz (2)
(1) University Jaume I, Castelló, Spain; (2) City University of New York, New York, USA
- P3-35 How different SLI might be in Turkish? A first step in developing a language assesment test**
Seyhun Topbas, Özlem Dogramaci, İlknur Mavis, İbrahim Diken
Anadolu University, Eskisehir, Turkey
- P3-36 Executive Processes of Finnish Children with Attention Deficit Hyperactivity Disorder: Private and Social Speech from a Dyadic Approach**
Dolors Girbau (1), Ritva-Maija Ruohonen (2), Tapio Korhonen (2)
(1) University Jaume I, Castelló, Spain; (2) University of Turku, Turku, Finland
- P3-37 Preferential Looking and the Assessment of Early Language**
Corinne Syrnyk, Kerstin Meints
University of Lincoln, Lincoln, UK
- P3-38 Word Length as a Criterion of Linguistic Complexity of Texts: A Crosslinguistic and Developmental Study**
Bracha Nir-Sagiv
Department of Linguistics, Tel-Aviv University, Tel-Aviv, Israel
- P3-39 Lexical and referential influences on on-line sentence processing: A comparison of school-aged children and adults**
Evan Kidd (1), Edith L. Bavin (2)
(1) Max Planck Child Study Centre Manchester, UK; (2) La Trobe University Melbourne, Australia
- P3-40 Development of vocabulary and grammar in young German-speaking children assessed with a German language development inventory**
Melanie Franik (1), Gisela Szagun (1), Claudia Steinbrink (1), Barbara Stumper (2)
(1) Department of Psychology, University of Oldenburg, Germany; (2) Transferzentrum für Neurowissenschaften und Lernen, Universitätsklinikum Ulm, Ulm, Germany
- P3-41 The Generalized self. The Acquisition of the German Pronoun "man"**
Werner Deutsch, Mechthild Klinke, Christliebe El Mogharbel
Institute of Psychology, Technical University of Braunschweig, Germany
- P3-42 Morpho-syntactic influences on the acquisition of reference: a cross-linguistic perspective**
Margot Rozendaal
University of Amsterdam, Amsterdam, The Netherlands
- P3-43 The frequencies of maternal responses and infant intentional communicative acts in play at 10 months – Implications for the early communicative and linguistic development**
Leila Paavola (1), Sari Kunnari (1), Irma Moilanen (2)
(1) Department of Finnish, Information Studies and Logopedics, University of Oulu, Oulu, Finland; (2) University Clinic of Child Psychiatry, Department of Pediatrics, University of Oulu, Oulu, Finland
- P3-44 Dynamic assessment of language disturbances: A bridge towards intervention**
Angeles Mayor, Begoña Zubiauz
Department of Developmental and Educational Psychology, Faculty of Psychology, University of Salamanca, Spain
- P3-45 The Vocabulary Burst and Motor Skills**
Kirsty Krawczyk (1), Katie J. Alcock (2)
(1) Lancaster University, Lancaster, UK; (2) Lancaster, UK
- P3-46 Expressive Vocabulary in Language Learners from Two Ecological Settings in Argentina, Italy and the USA**
Linda R. Cote, Marc H. Bornstein
National Institute of Child Health and Human Development, Bethesda MD, USA
- P3-47 Gesture development in the early childhood**
Svetlana Kapalková
Department of Speech and Language Pathology, Comenius University, Bratislava, Slovakia

- P3-48 Semantic Processing during Language Production in Typically Developing Children**
Liat Seiger (1), Patricia J. Brooks (2), Richard G. Schwartz (1)
(1) The Graduate Center, The City University of New York, New York, USA; (2) The College of Staten Island, The City University of New York, New York, USA
- P3-49 The Effect of Labelling on Feature-Based Categorisation Processes**
Jon-Fan Hu, Kim Plunkett
Department of Experimental Psychology, University of Oxford, UK
- P3-50 The Semantics of Children's Mandarin Chinese: The first four years**
Adrian Tien
University of New England, Canberra, Australia
- P3-51 Learning How to Encode Cutting and Breaking Events in Mandarin**
Jidong Chen
Max-Planck Institute for Psycholinguistics, Nijmegen, The Netherlands
- P3-52 Comprehension of noun phrases in Cantonese-speaking pre-school children**
Wai Lam Ho (1), Kwok Shing Wong (2)
(1) The University of Hong Kong, Hong Kong, China; (2) The Hong Kong Institute of Education, Hong Kong, China
- P3-53 Can Spanish children under two years of age use lexical labels to form new object categories?**
Elena Lamela, Pilar Soto
Universidad Autonoma de Madrid, Madrid, Spain
- P3-54 Vocabulary spurt in early lexical development: longitudinal evidence from Changsha children**
Tao Zeng (1), Aijun Huang (1), Thomas Hun-tak Lee (1, 2)
(1) ICS, Hunan University, Changsha, China; (2) Chinese University of Hong Kong, Hong Kong, China
- P3-55 Object and Non-object Words in Early Language Development**
Stephanie Girard (1), Yuriko Oshima-Takane (1), Isadora Szadokierski (2), Susanne Miyata (3), HiroYuki Nisisawa (4)
(1) McGill University, Montreal, Canada; (2) University of Minnesota, Minneapolis, USA; (3) Aichi Shukutoku University, Nagoya, Japan; (4) Tokiwa University, Mito, Japan
- P3-56 Lexical Access in School-Aged Children with and without Specific Language Impairment (SLI)**
Liat Seiger
The Graduate Center of the City University of New York, New York, USA
- P3-57 Spatial language acquisition in three typologically different languages**
Mariko Hayashi (1), Kristine Jensen de López (2, 3)
(1) University of Aarhus, Aarhus, Denmark; (2) University of Aalborg, Aalborg, Denmark; (3) Faculty of Humanities, Denmark
- P3-58 The effect of transitivity and argument structure on lexical finite verb production in children with SLI**
Ramesh Kumar Mishra
Dept. of Speech-Language Sciences, All India Institute of Speech and Hearing, Karnataka, India
- P3-59 The Acquisition of Experiencers**
Vicenc Torrens, Linda Escobar
U.N.E.D., Madrid, Spain
- P3-60 Use of crosslinguistic constructions to determine universal principles in child language development**
Lamya Abdulkarim
King Saud University, Saudi Arabia
- P3-61 Crosslinguistic evidence for universal grammar: the negative barrier**
Lamya Abdulkarim
King Saud University, Saudi Arabia
- P3-62 TROG-2 in Polish: How Polish children understand grammatical markers?**
Magdalena Smoczyńska, Sylwia Jurys, Edyta Nowak, Joanna Mika
Jagellonian University, Kraków, Poland
- P3-63 Children's word order competence: Results from act-out and intermodal preferential looking tasks**
Angel Chan (1), Kerstin Meints (2)
(1) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany; (2) University of Lincoln, UK



- P3-64 What's acquired in syntactic development? Evidence from cross-linguistic examination of word order acquisition**
Merce Prat-Sala (1), Ulrike Hahn (2)
(1) University College Winchester, Winchester, UK; (2) Cardiff University, Cardiff, UK
- P3-65 Does the classifier system influence young children's conceptual structure?: Noun extension, property inference, and classification in Chinese and German preschoolers**
Henrik Saalbach (1), Mutsumi Imai (2)
(1) Max-Planck-Institute for Human Development, Berlin, Germany;
(2) Keio University at Shonan-Fujisawa, Japan
- P3-66 There's no "bias" here: Hungarian nouns and verbs as competitive growers**
Leslie Nabors Oláh
Harvard University, Cambridge MA, USA
- P3-67 "The 400 words": relations between the lexicon and the morphosyntax**
Miquel Serra (1), Mònica Sanz Torrent (1), Iris Badia (1), Antoni Hernandez (2)
(1) Departament de Psicologia Bàsica, Universitat de Barcelona, Barcelona, Spain;
(2) Departament de Lingüística, Universitat de Barcelona, Barcelona, Spain
- P3-68 The interaction between phonological and lexical growth in English- and Mandarin-speaking children**
Ellen Hamilton (1), Twila Tardif (1), Paul Fletcher (2), Weilan Liang (3), Zhixiang Zhang (3), Virginia Marchman (4), Jiayin Wu (1)
(1) University of Michigan, Ann Arbor, USA; (2) University College, Cork, Ireland;
(3) Peking University First Hospital Beijing, China; (4) University of Texas, Dallas, USA
- P3-69 Production of nouns and verbs by mothers and children at different stages of vocabulary development**
Nicoletta Salerni, Alessandra Assanelli, Laura D'Odorico
Department of Psychology, University of Milano-Bicocca, Milano, Italy
- P3-70 Noun and verb naming in German and Turkish: a crosslinguistic study**
Christina Kauschke (1), Alkim Ari (2)
(1) University of Potsdam, Institute of Linguistics, Potsdam, Germany; (2) Free University of Berlin, Berlin, Germany
- P3-71 The development of children's lexical skills: a cross-linguistic investigation**
Christina Schelletter (1), Christina Kauschke (2)
(1) University of Hertfordshire, Hertfordshire, UK; (2) Freie Universität Berlin, Berlin, Germany
- P3-72 Qualitative differences in the picture naming of children and adults**
Helgard Kremin (1), Sonia Madrid (1), Cécile Chevalier (2), Anne Séguin (1)
(1) LEAPLE, Villejuif, France; (2) CHU, Tours, France
- P3-73 Language acquisition in Swedish children reflected by the MacArthur-Bates Communicative Development Inventories.**
Marten Eriksson (1), Eva Berglund (2)
(1) Department of Education and Psychology, University of Gavle, Gavle, Sweden;
(2) Department of Psychology, Uppsala, Sweden
- P3-74 Language acquisition in Italian children reflected by the MacArthur-Bates Communicative Development Inventories**
M. Cristina Caselli, Patrizio Pasqualetti, Silvia Stefanini
Institute of Cognitive Sciences and Technologies, Consiglio Nazionale della Ricerche (CNR), Rome, Italy
- P3-75 The acquisition of Basque reflected by the adaptation of the MacArthur-Bates CDI**
Margareta Almgren (1), Julia Barnes, Amaia Colina, Iñaki García
(1) University of the Basque Country, Vitoria-Gasteiz, Spain
- P3-76 Intwining of lexical and grammatical development in highly inflected language: the Croatian adaptation of the MacArthur-Bates CDI**
Melita Kovacevic (1), Jelena Kuvac (1), Maja Cepanec (2)
(1) University of Zagreb, Zagreb; Croatia; (2) Faculty for education and rehabilitation, Developmental neurolinguistics lab, Zagreb, Croatia

- P3-77 Language acquisition in Danish children reflected by the MacArthur-Bates Communicative Development Inventories**
Dorthe Bleses (1), Werner Vach (1, 2), Sonja Wehberg (1)
(1) Center for Language Acquisition, University of Southern Denmark, Odense, Denmark;
(2) Department of Statistics, University of Southern Denmark, Odense, Denmark
- P3-78 Language acquisition in Dutch children reflected by the MacArthur-Bates Communicative Development Inventories**
Inge Zink, Maryline Lejaegere
Lab. Exp. ORL/ENT-dept, KU, Leuven, Belgium
- P3-79 British English adaptations of the CDI: validity and preliminary norms**
Thomas Klee (1), Stephanie F. Stokes (2)
(1) University of Newcastle-upon-Tyne, UK; (2) University of Reading, UK
- P3-80 French children's early communicative development: the French MacArthur-Bates CDI as a mean of evaluation**
Sophie Kern, Frederique Gayraud
Laboratory Dynamique du Langage, Lyon, France
- P3-81 Interrelationships between components of language and communicative development in Galician reflected by the MacArthur-Bates Inventories.**
Miguel Pérez-Pereira, Pilar Fernández, Mariela Resches
Universidad de Santiago de Compostela, Santiago de Compostela, Spain
- P3-82 Early lexical and syntactic development in Icelandic as reflected by an adaptation of the MacArthur-Bates parent report**
Elin Thordardottir
McGill University, Montreal, Canada
- P3-83 Monolingual and Bilingual Vocabulary Checklists in The Netherlands**
Liesbeth Schlichting (1), Karijn Helsloot (2), Heleen van Agt (3), Henk Iutje Spelberg (4), Harry de Koning (3)
(1) University Hospital, Utrecht, The Netherlands; (2) Stichting Studio Taalwetenschap, Amsterdam, The Netherlands; (3) Erasmus Universiteit, Rotterdam, The Netherlands; (4) Rijksuniversiteit, Groningen, The Netherlands
- P3-84 The (European) Spanish CDIs: results on early vocal, gesture, vocabulary and grammar development, from 8 to 30 months**
Susana López-Ornat (1), Carlos Gallego (1), Pilar Gallo (1), Alexandra Karousou (1), Sonia Mariscal (2)
(1) Facultad de Psicología, Universidad Complutense de Madrid (UCM), Madrid, Spain;
(2) Facultad de Psicología, Universidad Nacional de Educación a Distancia (UNED), Spain
- P3-85 Russian-Swedish Bilingual Acquisition**
Natalia Ringblom
The Department of Slavic Languages and Literatures, Stockholm University, Stockholm, Sweden
- P3-86 Picture naming and developmental dyslexia**
Sonia Madrid (1), Helgard Kremin (1), Marie-Thérèse Le Normand (2)
(1) LEAPLE CNRS, Villejuif, France; (2) Inserm, Hôpital Robert Debré, Paris, France
- P3-87 Developing bilingual narrative competence: L1 – Russian, L2 – German**
Katharina Meng (1), Ekaterina Protassova (2)
(1) Institute for German Language, Mannheim, Germany; (2) University of Helsinki, Helsinki, Finland

Room: HFB/HS A
14.30–16.00 h

Symposium 25

Current Research on Language and Theory of Mind

Jill de Villiers (1), Peggy Speas (2), Thomas Roeper (2), Peter A. de Villiers (1), Jennie Pyers (3)
(1) Smith College, Northampton, USA; (2) University of Massachusetts, Amherst, USA;
(3) Salk Institute, San Diego, USA



Room: HFB/HS B
14.30–16.00 h

Symposium 26

Events, Verbs and the Roots of Argument Structure

Gary Marcus (1), Peter Gordon (2), Tracy Lavin (3), Sandy Waxman (3), Keith Fernandes (1), Gary Marcus (1), Jennifer DiNubila (1), Athena Vouloumanos (4)
(1) NYU, New York, USA; (2) Teacher's College, New York, USA; (3) Northwestern m New York, USA;
(4) McGill University, USA

Room: HFB/HS C
14.30–16.00 h

Symposium 27

Vocalization Patterns in Canonical Babbling: A Cross-Linguistic Perspective

Barbara L. Davis (1), Sophie Kern (2), Peter F. MacNeilage (1), Dilara Kocbas (3), Inge Zink (4), Marilyn Vihman (5)
(1) The University of Texas at Austin, Austin TX, USA; (2) Laboratory Dynamique du Langage, Lyon, France;
(3) Koc University, Istanbul, Turkey; (4) Lab. Exp. ORL/ENT-dept, KU, Leuven, Belgium;
(5) Department of Psychology, University of Wales-Bangor, Bangor, Wales

Room: OEI/121
14.30–16.00 h

Symposium 28

Object Omission in Child Language

Anna Gavarró (1), Celia Jakubowicz (2), Laurie Tuller (3), Natascha Müller (4), Ana T. Pérez-Leroux (5), Mihaela Pirvulescu (5), Yves Roberge (5), Jeannette Schaeffer (6, 7), Kamil Ud Deen (8)
(1) Universitat Autònoma de Barcelona, Barcelona, Spain; (2) Université Paris 5, Paris, France;
(3) Université François-Rabelais, Tours, France; (4) Bergische Universität, Wuppertal, Germany;
(5) University of Toronto, Toronto, Canada; (6) Ben-Gurion University of the Negev, Israel;
(7) UCLA, Los Angeles, USA; (8) University of Hawai'i at Manoa, Manoa, Hawaii

Room: HFB/HS D
14.30–16.00 h

Symposium 29

Late talkers and children with SLI – one group or two?

Julia Siegmüller (1), Dagmar Bittner (2), Leslie Rescorla (3), Donna J. Thal (4)
(1) Institut for General Linguistics, University of Potsdam, Germany; (2) Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany; (3) Bryn Mawr College, Bryn Mawr PA, USA;
(4) School of Speech, Language, and Hearing Sciences, San Diego State University, San Diego, USA

Room: OEI/105
14.30–16.00 h

Symposium 30

Longitudinal Predictors of English and Spanish Language Growth in Spanish Speaking U.S. Preschool-Aged Children

Mark S. Innocenti (1), Lisa K. Boyce (1), Lori A. Roggman (1), James F. Akers (1), Patton O. Tabors (2), Mariela Páez (3), Young-Suk Kim (2), Adele W. Miccio (4), Carol Scheffner Hammer (4), Catherine Snow (2)
(1) Early Intervention Research Institute, Utah State University, Logan, Utah, USA; (2) Harvard Graduate School of Education, Cambridge, Massachusetts, USA; (3) Boston College, Boston, Massachusetts, USA;
(4) Pennsylvania State University, University Park, Pennsylvania, USA

Room: OEI/302 a
14.30–16.00 h

Paper Session 47

Chair: Sigal Uziel-Karl, Israel

Why are some passives easier than others? – Structure and frequency in L1 acquisition of the passive and impersonal in Serbian/Croatian

Milja Djurkovic
University of Cambridge, Cambridge, UK

„The PATIENT is domming the AGENT‘ vs. ‚der PATIENS dommt den AGENS‘

Kirsten Abbot-Smith
Department of Psychology, Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

The influence of prior discourse on children's provision of auxiliary BE

Anna Theakston
University of Manchester, Manchester, UK

Room: OEI/302 b
14.30–16.00 h

Paper Session 48

Chair: Wolfgang U. Dressler, Austria

Noun grammaticization in French: prosodic and lexical factors on determiner use in children's speech

Dominique Bassano, Isabelle Maillachon
CNRS – Université Paris 5, Paris, France

Category-less start of lexical development: evidence from categorial creativity

Marian Erkelens
University of Amsterdam (ACL), Amsterdam, The Netherlands

Can first determiners be considered plurifunctional? A longitudinal and cross-sectional study on French children

Anne Salazar Orvig (1), Rouba Hassan (2), Jocelyne Leber-Marin (3), Haydée Marcos (4),
Aliyah Morgenstern (5), Jacques Parès (3)
(1) Université de Paris, Paris, France; (2) Université de Lille, Lille, France; (3) RFC – EA1483, Paris, France;
(4) Laco, Poitiers, France; (5) Ecole Normale Supérieure, Lyon, and LEAPLE, Paris, France

Room: OEI/301
14.30–16.00 h

Paper Session 49

Chair: Ulrike Toepel, Germany

Knowledge of rare vocabulary in ASL (L1) and its relationship to vocabulary knowledge in English (L2) in Deaf children

Sarah Fish (1), Robert Hoffmeister (1), Melissa Thrasher (2)
(1) Center for the Study of Communication and the Deaf, Boston University, Boston MA, USA;
(2) Center for Research and Training, The Learning Center for Deaf Children, Framingham MA, USA

Characterizing patterns of triadic communication in low socioeconomic dyads with deafness and its linkage to vocabulary growth

Dalia Ringwald-Frimerman, Esther Dromi
Tel-Aviv University, Tel-Aviv, Israel

Similarities and differences between the acquisition of sign language and spoken language in hearing disabled and deaf Dutch-speaking children with psychiatric impairment

Annette Scheper (1, 2), Claudia Blankenstijn (2)
(1) Centre for Communication Disorders Sint Marie, Eindhoven, The Netherlands; (2) Research Centre for Children and Youth Psychiatry Curium, Oegstgeest, The Netherlands



Room: OEI/323
14.30–16.00 h

Paper Session 50

Chair: Antje Richter, Germany

On the acquisition of presuppositions

Kazuko Yatsushiro, Ulrich Sauerland
ZAS, Berlin, Germany

Profiles in Declarative/imperative Pointing and Early Language Acquisition

Paola Perucchini (1), Fabrizio Plescia (2)
(1) University of Rome RomaTre, Rome, Italy; (2) University of Rome La Sapienza, Rome, Italy

Eye gaze in turntaking in sign language interaction at ages 2;0–3;6

Beppie van den Bogaerde, Anne Baker
ACLC/Universiteit van Amsterdam, Amsterdam, The Netherlands

16.00–16.30 h

Coffee Break

Room: HFB/HS A
16.30–18.00 h

Symposium 31

Learning to Make Sense of Sentences: The Development of Speech Processing Abilities in Children from 18 to 25 months

Anne Fernald (1), Renate Zangl (1), Jürgen Weissenborn (2), Barbara Höhle (3), Michaela Schmitz (3), Lynn Santelmann (4), Yael Gertner (5), Cynthia Fisher (5)
(1) Stanford University, Stanford, USA; (2) Humboldt University, Berlin, Germany; (3) University of Potsdam, Potsdam, Germany; (4) Portland State University, Portland, USA; (5) University of Illinois, Champaign, USA

Room: HFB/HS B
16.30–18.00 h

Symposium 32

Output as Input: The relationship of Production and Perception in Early Word Learning

Marilyn Vihman (1), Rory DePaolis (1, 2), Tamar Keren-Portnoy (1), Gert Westermann (3), Alice Turk (4), Catherine Mayo (4)
(1) University of Wales Bangor, UK; (2) James Madison University, Harrisonburg VA, USA; (3) Oxford Brookes University, Oxford, UK; (4) University of Edinburgh, Edinburgh, UK

Room: HFB/HS C
16.30–18.00 h

Symposium 33

Noun Phrase Structure and Content in Later Language Development: Text-Based Crosslinguistic Analyses

Ruth Berman (1), Dorit Ravid (2), Liliana Tolchinsky (3), Nayme Salas (3), Harriet Jisa (4), Audrey Mazur (4)
(1) Department of Linguistics, Tel Aviv University, Ramat Aviv, Israel; (2) School of Education & Department of Communication Disorders, Tel Aviv University, Ramat Aviv, Israel; (3) Departament de Linguística General, Unversitat de Barcelona, Barcelona, Spain; (4) Laboratoire Dynamique du Langage, Université Lumière, Lyon, France



Room: OEI/121
16.30–18.00 h

Symposium 34

Children's Processing of Ellipsis: Syntax, Semantics and Discourse

Frank Wijnen (1), Doreen Bryant (2), Nada Vasic (1), Sergey Avrutin (1), Ayumi Matsuo (3), Nigel Duffield (3), Thomas Roeper (4)

(1) Utrecht University, Utrecht, The Netherlands; (2) Humboldt-Universität, Berlin, Germany;

(3) Western Bank University of Sheffield; (4) UMass, Amherst, The Netherlands

Room: HFB/HS D
16.30–18.00 h

Symposium 35

The Electrophysiology of Specific Language Impairment

Richard G. Schwartz (1), Johanna Barry (2), Tanja Rinker (3), Gregor Kohls (3), Bianca Körner (3), Verena Maas (3), Swantje Zachau (3), Klaus Hennighausen (3), Michael Schecker (3), Valéria Csépe (4), Manuela Friedrich (5), Angela D. Friederici (5), Valerie Shafer (6), Hia Datta (6)

(1) The Graduate Center of the City University of New York, New York, USA; (2) Oxford University, Oxford, UK; (3) University of Freiburg, Freiburg, Germany; (4) Institute for Psychology of the Hungarian Academy of Sciences, Budapest, Hungary; (5) Max-Planck-Institute for Human Cognitive and Brain Sciences, Leipzig, Germany

Room: OEI/105
16.30–18.00 h

Symposium 36

Language Development of Minority Bilingual Children: Discriminating between Impairment and Normal Acquisition of Interlanguage/Ethnic Varieties

Carol W. Pfaff (1), Gudula List (2), Barbara Zurer Pearson (3), Gisela Håkansson (4), Monika Rothweiler (5), Inci Dirim (6), Kutlay Ya-mur (7), Elma Nap-Kolhoff (7), Ingrid Gogolin (5), Meral Dollnick (8), Ulrike Harnisch, Tooru Hayasi (9), Ilknur Kecik (10), Hülya Özcan (10), Normann Jørgensen (11), Mehmet-Ali Akinci (12)

(1) Free University of Berlin; (2) Cologne University; (3) University of Massachusetts; (4) Lund University, (5) Hamburg University, (6) Hannover University; (7) Tilburg University; (8) LISUM Berlin; (9) Tokyo University; (10) Eskişehir University; (11) Copenhagen University; (12) DYALANG (CNRS Université de Rouen)

Room: OEI/302 a
16.30–18.00 h

Paper Session 51

Chair: Nihan Ketrez, USA

The Developmental Profile in the Acquisition of Word Order in Turkish

F. Hülya Özcan
Anadolu University, Eskisehir, Turkey

Subject Positions and Information Structure in the Acquisition of Word Order: Evidence for Economy in Child Language

Marit R. Westergaard
University of Tromsø, Tromsø, Norway

Parsing complex sentences on form and meaning: Prosodic cues and propositional boundaries in homesign gesture systems

Amy L. Franklin, Marie Coppola
University of Chicago, Chicago, USA



Room: OEI/302 b
16.30–18.00 h

Paper Session 52

Chair: Barbara Pfeiler, Mexico

Effects of syllable structure complexity on the early production of word-final grammatical morphemes

Jae Yung Song, Katherine Demuth
Brown University, Providence, USA

The interaction of phonology and morphology in first language acquisition and Broca's aphasia

Janet Grijzenhout (1), Martina Penke (2)
(1) English Department, Instituut Vreemde Talen, Utrecht University, Utrecht, The Netherlands;
(2) Institut für Sprache und Information, Universität Düsseldorf, Düsseldorf, Germany

On the intertwined emergence of grammar and lexicon: evidence from the acquisition of phonology

Márcia Cristina Zimmer (1), Giovana Ferreira Gonçalves Bonilha (2)
(1) UNIRITTER, Porto Alegre, Brazil; (2) UFRGS – PUCRS, Porto Alegre, Brazil

Room: OEI/301
16.30–18.00 h

Paper Session 53

Chair: Celina Edwards, Germany

The effect of polluting agents in children's linguistic and intellectual development

María Elena Navarro-Calvillo, Jacqueline Calderón, Raúl Morales
Facultad de Psicología de la Universidad Autónoma de San Luis Potosí, San Luis Potosí, Mexico

Domain-specific versus domain-general changes in infant speech processing, face processing and their interpretation of goal-directed human action

Mayada Elsabbagh (1), Edith Rosset (2), Annette Hohenberger (3), Gisa Aschersleben (3),
Scania de Schonen (2), Annette Karmiloff-Smith (1)
(1) Neurocognitive Development Unit, Institute of Child Health, London, UK; (2) Neurocognitive Development Group, CNRS, Paris, France; (3) Max-Planck-Institute for Human Cognitive & Brain Sciences, Munich, Germany

What do Song Reproductions Tell us About the Relationship Between Language and Music in Development?

Christliebe El Mogharbel, Grit Sommer, Werner Deutsch
Institute of Psychology, Technical University of Braunschweig, Braunschweig, Germany

Room: OEI/323
16.30–18.00 h

Paper Session 54

Chair: Anne Hesketh, UK

Young blind children in activities with joint attention

Stephen von Tetzchner, Tone Sedberg
Department of Psychology, University of Oslo, Norway

Interactions between deaf children and their teacher: moving on from single words

Merle Mahon
University College London, London, UK

20.00 h

Conference Dinner at the Glass House of the Botanical Garden



Friday, July 29, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 5

Chair: Rosemary Tracy, Germany

Implications of Grammaticalization for a Theory of Language

Joan L. Bybee
University of New Mexico, Albuquerque, USA

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 55

Chair: Maria D. Voeykova, Russia

The functions of code-switching for very young Korean-American bilingual children

Piljoo Paulin Kang, Amy Kyratzis
University of California, Santa Barbara, Santa Barbara, USA

Grammar errors in acquiring Russian as the first and the second language

Stella Ceytlin
State Pedagogical University of Russia, St. Petersburg, Russia

A story of errors: Inflections in the Russian verbal system of Russian-Hebrew sequential bilinguals and Russian monolinguals

Natalia Gagarina (1), Sharon Armon-Lotem (2), Olga Gupol (2)
(1) Research Centre for General Linguistics (ZAS), Berlin, Germany; (2) Department of English and the Gonda Multidisciplinary Brain Research Center, Bar-Ilan University, Ramat-Gan, Israel

From detection of speech to words and word inflections: Comparing Finnish-Russian bilinguals with Finnish monolinguals

Maarit Silvén (1), Anna Kouvo (2), Maija Haapakoski (1), Virpi Lähteenmäki (2), Patricia Kuhl (3)
(1) Department of Psychology, University of Tampere, Tampere, Finland; (2) Department of Psychology, University of Turku, Turku, Finland; (3) Institute for Learning and Brain Sciences, University of Washington, Seattle, USA

Room: OEI/105
11.00–13.00 h

Paper Session 56

Chair: Elena Andonova, Bulgaria

First Language Acquisition of Verbal and Adjectival Inflection in Dutch

Daniela Polisenska
University of Amsterdam, Amsterdam, The Netherlands

Eliciting frequent and infrequent verb forms in Spanish: An experimental study of the acquisition of inflectional morphology in Spanish

Marta Casla (1), Javier Aguado-Orea (2)
(1) Universidad Autónoma de Madrid, Madrid, Spain; (2) Universidad Antonio de Nebrija, Madrid, Spain

The representation of past tense forms in children's mental grammars

Matthew Saxton (1), Amy Khasky (2)
(1) Institute of Education, University of London, London, UK; (2) Royal Holloway University of London, London, UK



A study in Danish children on the association among verbs with respect to acquiring correct past tense forms

Werner Vach (1, 2), Dorthe Bleses (1)

(1) Center for Language Acquisition, University of Southern Denmark, Odense, Denmark;

(2) Department of Statistics, University of Southern Denmark, Odense, Denmark

Room: HFB/HS C

11.00–13.00 h

Paper Session 57

Chair: Antje Richter, Germany

Cohesion in Sherpa children's narratives

Carolyn Rickard (1), Barbara F. Kelly (2)

(1) University of Colorado, Boulder, USA; (2) Stanford University, Stanford, USA

Book Reading Practices in Three Cultures: Japan, Taiwan, and the US

Eiko Kato-Otani (1), Chien-ju Chang (2)

(1) Osaka Jogakuin College, Osaka, Japan; (2) National Taiwan Normal University, Taiwan

Development of narrative ability: parallels between language content and cognitive modalities

Melita Kovacevic, Jelena Kuvac, Nevena Padovan

University of Zagreb, Zagreb, Croatia

Narratives, literacy and childhood culture: Children's conversational narratives as discursive and cultural resources for development

Shoshana Blum-Kulka, Talia Habib, Deborah Huck-Taglicht, Zohar Kampf

Department of Communication, Hebrew University, Israel

Room: OEI/121

11.00–13.00 h

Paper Session 58

Chair: Milena Kühnast, Bulgaria

The Acquisition of Expletive vs. Proform It

Susannah Kirby, Misha Becker

University of North Carolina, Chapel Hill NC, USA

Emphatic Pronominal Subjects in Child English

Susan M. Powers

Lyrinx, Inc., Tewksbury MA, USA

On the use of resumptive pronouns in child and adult Hebrew

Inbal Arnon

Linguistics Department, Stanford University, California, USA

Children's comprehension and production of anaphoric pronouns

Danielle Matthews

University of Manchester, Manchester, UK

Room: HFB/HS D

11.00–13.00 h

Paper Session 59

Chair: Marita Böhning, Germany

Probing the nature of word-learning difficulties in children with vocabulary deficits

Marysia Nash (1), Morag Donaldson (2)

(1) Royal Hospital for Sick Children, Edinburgh, UK; (2) University of Edinburgh, Edinburgh, UK

Fast mapping and lexical learning: expressive and receptive profiles of children with language disorder and their typically developing peers

Natalie Munro, Kerrie Lee

The University of Sydney, Sydney, Australia



Taxonomic bias and categorization in children with specific language impairment (SLI)

Sabine Weinert

Lehrstuhl Psychologie I, Universität Bamberg, Bamberg, Germany

Early word-object associations and language skills in children at-risk for language delay

Nenagh Kemp (1), Janet Werker (1), Barbara Bernhardt (2), Carolyn Johnson (2), Linda Siegel (3)

(1) Department of Psychology, University of British Columbia (UBC), Vancouver, Canada;

(2) School of Audiology and Speech Sciences, UBC, Vancouver, Canada; (3) Department of Educational Psychology, UBC, Vancouver, Canada

Room: OEI/302 b

11.00–13.00 h

Paper Session 60

Chair: Susanna Bartsch, Germany

One story, two stories: Preserving the meaning through lexical and syntactic constituents in narratives of bilingual children

Elena Zaretsky

Department of Communication Disorders, University of Massachusetts, Amherst, USA

Negotiating referential choices in a narrative context: English-Italian bilingual children and monolingual controls

Ludovica Serratrice

The University of Manchester, Manchester, UK

Early Bilingual Literacy Development: A case study

Silvia Romero-Contreras (1), Cynthia Klingler (2)

(1) Harvard Graduate School of Education, Cambridge, USA and Universidad Autónoma de San Luis Potosí, San Luis Potosí, Mexico; (2) Universidad Nacional Autónoma de México, Mexico City, Mexico

Room: HFB/HS B

11.00–13.00 h

Paper Session 61

Chair: Sigal Uziel-Karl, Israel

Electrophysiology reveals oversized semantic categories in 16-month-old infants

Guillaume Thierry (1), Jarrad Lum (2), Marilyn Vihman (1), Ginny Gathercole (1)

(1) University of Wales, Bangor, UK; (2) University of Manchester, Manchester, UK

The Truth about Cats and Dogs: Animal Terms in Parent-Child Discourse

Jean Berko Gleason (1), Brenda Phillips (1), Richard Ely (1), Elena Zaretsky (2)

(1) Boston University, Boston, USA; (2) University of Massachusetts, Amherst, USA

The creation of lexical domains can precede the development of specific word-specific concept relations

Marilyn Shatz

University of Michigan, Ann Arbor, USA

Class and categories; what role does socioeconomic status play in children's lexical and conceptual development?

Jennifer Bloomquist

Gettysburg College, Gettysburg PA, USA

Room: OEI/302 a

11.00–13.00 h

Paper Session 62

Chair: Cecilia Rojas Nieto, Mexico

Child Acquisition of Quechua Relative Clauses

Ellen H. Courtney

The University of Texas at El Paso, El Paso TX, USA



The Complementizer Phrase in child Romanian

Larisa Avram (1), Martine Coene (2)

(1) University of Bucharest, Bucharest, Romania; (2) University of Antwerp-Fund for Scientific Research, Antwerp

The development of complement clauses in Greek

Demetra Katis, Kiki Nikiforidou

University of Athens, Athens, Greece

Children's Interpretations of Floating Quantifiers in Japanese

Takaaki Suzuki (1), Naoko Yoshinaga (2)

(1) Kyoto Sangyo University, Kyoto, Japan; (2) Hirosaki Gakuin University, Aomori, Japan

Room: OEI/301

11.00–13.00 h

Paper Session 63

Chair: Ulrike Toepel, Germany

Learning to express motion events in an Equipollently-framed language: A study of Mandarin Chinese children's Frog Stories

Jiansheng Guo (1), Liang Chen (2)

(1) California State University, Hayward, USA; (2) University of Louisiana at Lafayette, USA

Are children's first event expressions telic? Evidence from child German

Petra Schulz

University of Education, Karlsruhe, Germany

Egocentric strategy in acquisition of locatives

Maria Elivanova, Valeria Elivanova

Herzen State Pedagogical University of Russia, St. Petersburg, Russia

The Acquisition of Basic Locative Constructions in Upper Necaxa Totonac: A comparison of acquisition stages to typological frequency

Ryan Klint

University of Alberta, Edmonton, Canada

Room: OEI/323

11.00–13.00 h

Paper Session 64

Chair: Julia Berger-Morales, USA

The Syntax of Adjectives in early Spanish

Elva Alvarez

Universidad de Sonora, Hermosillo, Sonora, Mexico

Partial Agreement in Child Grammar: Evidence from Spanish and Catalan

Aurora Bel (1), Elisa Rosado (2)

(1) Universitat Pompeu Fabra; (2) Universitat de Barcelona

Eliciting Language Production Data from Young Children

Sonja Eisenbeiss (1), Ayumi Matsuo (2)

(1) University of Essex, Colchester, UK; (2) University of Sheffield, Sheffield, UK

Priming in Language Acquisition

Sabine Stoll

Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Room: HFB/Senatssaal

13.00–14.30 h

Poster Session 4 & Lunch Break

P4-01 Should English Be Taught to Saudi Young Children?

Reima Sado Al-Jarf

King Saud University, Riyadh, Saudi Arabia



- P4-02 Can Bilingual Infants Discriminate Languages Visually?**
Whitney M. Weikum, Janet F. Werker
University of British Columbia, Vancouver, Canada
- P4-03 Bilingualism in Individuals with ASD: A survey study**
Erin MacInnis (1), Elizabeth Kay-Raining Bird (1), Jeanette Holden (2)
(1) Dalhousie University, Halifax, Canada; (2) Queen's University, Canada
- P4-04 The Acquisition of Gender by Trilingual Children**
Elena Dieser
University of Tübingen, Tübingen, Germany
- P4-05 Interaction of developing morphological systems in early Italian-Russian bilinguals**
Tatjana Kenina
Scuola Normale Superiore, Pisa, Italy
- P4-06 Bilingualism in early childhood and ways of plasticity**
Nina Alexandrowa
Sprachbrücke e. V., Berlin, Germany
- P4-07 Production of BE in early Italian speech**
Claudia Caprin, Maria Teresa Guasti
Department of Psychology, University of Milano-Bicocca, Milano, Italy
- P4-08 Exploring the diminutive advantage in gender acquisition: Evidence from Serbian**
Nada Ševa (1, 2), Vera Kempe (2)
(1) Laboratory of Experimental Psychology, University of Belgrade, Belgrade, Serbia & Montenegro;
(2) Psychology Department, University of Stirling, Stirling, UK
- P4-09 Is there a universal grammatical default?**
Lamya Abdulkarim
King Saud University, Saudi Arabia
- P4-10 Acquisition of Slovenian Verb Inflection Paradigms: a Case study**
Teodor Petric
Department of German studies, University of Maribor, Slovenia
- P4-11 Dynamic processing of derivational morphology in Spanish monolingual children**
Alejandra Auza, Arturo Hernández, Iliana Reyes
Universidad Autónoma de Querétaro, Querétaro, Mexico
- P4-12 Language for Scientific Literacy**
Carol Westby (1), Kelly Smyer (2)
(1) Albuquerque, New Mexico, USA; (2) Albuquerque Public Schools, Albuquerque NM, USA
- P4-13 The development of children's implicit theories of learning to write**
María Belén Bosch (1), Montserrat de la Cruz (1), María Faustina Huarte (1), Nora Scheuer (2)
(1) CRUB, Universidad Nacional del Comahue, Bariloche, Argentina; (2) Conicet and Crub, Universidad Nacional del Comahue, Bariloche, Argentina
- P4-14 Age-related changes in the efficiency of spoken language comprehension by Spanish-learning children in the US**
Nereyda Hurtado, Virginia Marchman, Anne Fernald
Stanford University, Stanford CA, USA
- P4-15 A comparative expressive language performance of normally developing children and children with language delay in Turkish**
Ilknur Mavis, Seyhun Topbas
Anadolu University, Eskisehir, Turkey
- P4-16 Encouraging language awareness and improving reading learning in preschool children in multiethnic contexts**
Françoise Armand, François Sirois
Université de Montréal, Montréal, Canada
- P4-17 Guiche or Guishe? Dialect-sensitive Scoring of Spanish Non-words**
Elaine R. Silliman (1), Maria R. Brea-Spahn (1), Ruth H. Bahr (1), Louise C. Wilkinson (2)
(1) University of South Florida, Tampa FL, USA; (2) Syracuse University, Syracuse NY, USA



- P4-18 Effective assessment of institutionalized infants' and toddlers' language development in Malawi: The development of assessments in English and Chichewa**
Kim Ferguson (1), Marianella Casasola (1), Tanya Ferguson (2)
(1) Cornell University, Ithaca, USA; (2) Knox College, Galesburg, USA
- P4-19 Rule-governed behavior with 'Hebrew' nonce words – A continuous saga**
Orly Furman, Yonata Levy
The Hebrew University, Jerusalem, Israel
- P4-20 Social affinities and language in preschoolers' social network at nursery school: a lexical analysis of topics**
Stéphanie Barbu
UMR 6552 Ethologie Evolution Ecologie, Université de Rennes, Rennes, France
- P4-21 Negotiation of meaning and social dynamics in lower primary peerwork**
Rita Elaine Silver
National Institute of Education, Singapore
- P4-22 Nature and extent of written language deficits in children with SLI**
Clare Mackie (1), Julie Dockrell (2), Geoff Lindsay (1)
(1) University of Warwick, Coventry, UK; (2) Institute of Education, London, UK
- P4-23 Timed picture naming as a predictor of reading ability**
Simonetta D'Amico (1, 2), Daniela Marchione (2), Simone Bentrovato (2), Antonella Devescovi (2)
(1) University of Aquila, Aquila, Italy; (2) University of Rome la Sapienza, Rome, Italy
- P4-24 Lexical skills in English monolingual children: Differences between nouns and verbs**
Christina Schelletter
The University of Hertfordshire, Hatfield, UK
- P4-25 Children's understanding of synonymy in oral and written tasks**
Claudia Portilla, Ana Teberosky
Department of Developmental and Educational Psychology, University of Barcelona, Spain
- P4-26 Effects of Mild-to-Moderate Sensorineural Hearing Loss on Language in Late Childhood and Adolescence**
Hélène Delage, Laurie Tuller
Laboratoire Langage & Handicap J.E. 2321, Tours, France
- P4-27 Early topicalization in ASL? Additional evidence for parallels between spoken intonation and sign nonmanual patterns**
Deborah Chen Pichler
Gallaudet University, Washington DC, USA
- P4-28 The speech evaluation of 7–8 years old children with hearing loss**
Fateme Derakhshande (1), Nafise Yoosefi (2), Afsane Gholamiyan (2)
(1) Isfahan University of medical sciences, Isfahan, Iran; (2) Isfahan, Iran
- P4-29 Language Development and Text Comprehension in Deaf Children**
Claudia Sanchez
Université de Sherbrooke, Sherbrooke (Qc), Canada
- P4-30 Embodied gesture in Deaf and hearing native signing preschoolers**
Paula Marentette, Natasha Tuck
Augustana Faculty, University of Alberta
- P4-31 Input selection in Logogenia: Input and language development in deafness**
Laura Mazzoni (1), Debora Musola (2), Elisa Franchi (2)
(1) University of Pisa, Pisa, Italy; (2) University of Venice, Venice, Italy
- P4-32 Quality matters. Poverty of the Stimulus in Logogenia. Data from Deaf Italian**
Elisa Franchi
University of Venice, Venice, Italy
- P4-33 Levels of Symbolic Play and relating Communicative Development in a Deaf Child: a single-case study**
Silvia Baldi, Michela Nunzi, Davide Tufarelli
Department of Human Communication Science, Tosinvest Sanità, S. Raffaele Pisana, Rome, Italy
- P4-34 Narrative Comprehension in Deaf Children**
Andrée Boisclair (1), Hélène Makdissi (2), Claudia Sanchez (1)
(1) Laval University, Québec, Canada; (2) Sherbrooke University, Québec, Canada

P4-35 Gesture: overlapping area between verbal skill and motor ability

Fabiana Grimandi, Paola Bonifacci, Silvana Contento
Department of Psychology, University of Bologna, Italy

P4-36 Baby sign with hearing infants: Interaction with spoken language development

Anna Vogel Sosa, Carol Stoel-Gammon
University of Washington, Seattle, Washington, USA

P4-37 Negation in American Home Sign Systems

Amy L. Franklin
University of Chicago, Chicago, USA

P4-38 Initial Language Development of Cochlear Implant Recipients: Identification of Late Talkers

Martin Leyrer (1, 2), Silvia Pixner (2), Klaus Albegger (1)
(1) Cochlear-Implant-Center Salzburg, Department of Otolaryngology, Paracelsus University Medical School Salzburg; (2) Department of Linguistics, University Salzburg

P4-39 Acoustical Analysis of Rhythmicity in Infant Babbling

Jill Dolata, Barbara L. Davis, Peter MacNeilage
The University of Texas, Austin TX, USA

P4-40 Dislexia or Learning Disabilities Associated with the Auditory Processing Disorders?

Denise Inazacki Rangel
Feesvale University Center

P4-41 Influence of visual-spatial information processing on discourse of Russian speaking children

Irina Ovchinnikova
Department of General Linguistics, Perm, Russia

P4-42 The measurement of phonological acquisition in Slovak in crosslinguistic view

Iveta Bonova (1), Marina Mikulajova (2), Daniela Slancova (1)
(1) Presov University, Presov, Slovak Republic; (2) Comenius University, Bratislava, Slovak Republic

P4-43 Socio-Cultural Factors in the Differential Rate of Acquisition of Sounds in Ibibio Children

Ekaete Evangel Akpan
Department of Linguistics, University of Uyo, Uyo, Nigeria

P4-44 Whole-word measurement for Finnish children at the end of the one-word stage

Katri Saaristo-Helin (1), Tuula Savinainen-Makkonen (1), Sari Kunnari (2)
(1) University of Helsinki, Helsinki, Finland; (2) University of Oulu, Oulu, Finland

P4-45 Gradient aspects of voiceless coronal fricative production in Brazilian Portuguese children

Larissa Berti, Eleonora Albano
State University of Campinas, Campinas, Brazil

P4-46 Interaction between Phonological and Lexical Development of Putonghua-speaking children

Hua Zhu
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

P4-47 Why to use the conjunction pero? A usage-based approach to Spanish early acquisition

Vianey Varela
Department of Linguistics, University of Alberta, Edmonton, Canada

P4-48 Implicatures and the acquisition of Spanish ser vs. estar

Karen Miller, Cristina Schmitt
Michigan State University, USA

P4-49 The acquisition of the Russian discourse marker zhe (же)

Aleksandra Sudobina
Moscow State University, Moscow, Russia

P4-50 Auditory Recognition in School-Age Children: Semantic and Phonological Priming Effects

Melinda Velez
The Graduate School and University Center of the City University of New York, New York, USA

P4-51 Ideas for Classroom Research A Proposal for combining Theory, Research and Practice The presence of formulas in young children's oral production and the value of explicit teaching of Formulaic Language elements in the second language classroom

Elizabeth Forster, Teresa Fleta
British Council Primary School, Madrid, Spain



- P4-52 Investigation of the Development and Plasticity of the Manner-Path Lexicalization Bias in English Speaking Adults and Children**
Catherine Havasi (1), Jesse Snedeker (2)
(1) Brandeis University, Waltham MA, USA; (2) Harvard University, Cambridge MA, USA
- P4-53 A Case Study of the Development of Preschool Children's Figurative Language**
Zheeng Li
School of Education, Nanjing Normal University, Nanjing, China
- P4-54 Object clitic and en clitic omission in child Catalan naturalistic productions**
Anna Gavarró, Meritxell Mata, Eulàlia Ribera
Universitat Autònoma de Barcelona, Bellaterra, Spain
- P4-55 The verb dat' (to give) as the earliest causative verb in the Russian child speech**
Ekaterina Brovko
Institute for Linguistic Studies, Russian Academy of Sciences, St. Petersburg, Russia
- P4-56 How Do Children Learn Romani Syntax**
Hristo Kyuchukov
Veliko Turnovo University, Sofia, Bulgaria
- P4-57 Early production of VP ellipsis in European Portuguese**
Ana Lúcia Santos
Universidade de Lisboa, Portugal
- P4-58 The morphosyntactic development of a child with Down Syndrome: the production of the gender marker of the determiner**
Letícia Pacheco Ribas (1, 2), Franceli Zimmer (1), Ubiratã Alves (2)
(1) Feevale, Novo Hamburgo, Brazil; (2) PUCRS, Porto Alegre, Brazil
- P4-59 A Case of Exceptional Reading Ability in Down Syndrome**
Margriet Groen, Glynis Laws, Kate Nation, Dorothy Bishop
Department of Experimental Psychology, University of Oxford, Oxford, UK
- P4-60 Characteristics of Stuttering in Subjects with Down Syndrome**
Bárbara Backes, Gabriela Wolff, Denise Inazacki Rangel, Letícia Pacheco Ribas
Feevale University Center, Porto Alegre, RS, Brazil
- P4-61 A Longitudinal Study of Language Development in Children with Williams or Down Syndromes**
Teresa F. Doyle (1), Judy S. Reilly (2), Diana K. Kikuchi (1), Ursula Bellugi (1)
(1) The Salk Institute for Biological Studies, La Jolla, USA; (2) San Diego State University, San Diego, USA
- P4-62 Relation between early speech delay (3/4 years) and reading outcomes (7/8 years)**
María Fernanda Lara-Díaz (1), Eva Aguilar-Mediavilla (2)
(1) Universitat de Barcelona, Barcelona, Spain; (2) Universitat de les Illes Balears, Palma de Mallorca, Spain
- P4-63 Underlying Processes in Early Writing Disorders in Children with Language Impairments**
Cynthia Johnson, Julie Hengst, Paul Prior, Simone Frame, Lu-Chun Lin
University of Illinois at Urbana-Champaign, Champaign IL, USA
- P4-64 Therapy of Phonological Awareness in the Literacy Process**
Helena Bolli Mota, Giovana Romero Paula, Márcia Keske-Soares
Federal University of Santa Maria, Santa Maria, RS, Brazil
- P4-65 A Data-Based Classification of Child Speech Disorders of Unknown Origin**
Beate Peter, Carol Stoel-Gammon
Department of Speech and Hearing Sciences, University of Washington, Seattle, USA
- P4-66 Impairments in inner speech in individuals with autism**
Andrew Whitehouse (1), Murray Maybery (1), Kevin Durkin (2)
(1) University of Western Australia, Perth, Australia; (2) University of Strathclyde, Glasgow, UK
- P4-67 The early communicative and linguistic development in preterm children without a certified neurobiological disease: compared individual profiles**
Micaela Capobianco, Luciano Baldini, Antonella Devescovi
Dipartimento di Psicologia dei processi di Sviluppo e Socializzazione, Università La Sapienza, Roma, Italy
- P4-68 Socially Determined Language Adjustment in Speakers With Autism Spectrum Disorder (ASD)**
Joanne Volden, Autumn Sorenson
Speech Pathology and Audiology, University of Alberta, Edmonton, Canada

- P4-69 Early lexical and morphosyntactical development in children with perinatal brain lesions**
Maja Cepanec, Marta Ljubešić
Faculty for education and rehabilitation, Developmental neurolinguistics lab, Zagreb, Croatia
- P4-70 Origins of language disorders in Dutch-speaking children with psychiatric impairment**
Claudia Blankenstijn (1), Annette Scheper (1, 2)
(1) Research Centre for Child and Youth Psychiatry Curium, Oegstgeest, The Netherlands;
(2) Centre for Communication Disorders Sint Marie, Eindhoven, The Netherlands
- P4-71 Linguistic capacity after right hemispherectomy: The case of Ana**
Silvia Romero-Contreras (1), Cynthia Klingler (2)
(1) Harvard Graduate School of Education, Cambridge, USA and Universidad Autónoma de San Luis Potosí, Mexico; (2) Universidad Nacional Autónoma de México, Mexico City, Mexico
- P4-72 Conversations between professionals and children with cerebral palsy**
Pernille Holck, Ulrika Nettelblatt
Department of logopedics, phoniatrics and audiology, Lund University, Lund, Sweden
- P4-73 Measuring Speech Motor Skills in High Functioning Autistic Children**
Müzeyyen Ciyiltepe (1), Tümer Türkbay (2)
(1) GATA-KBB AD, Etlik, Ankara, Turkey; (2) GATA-Çocuk Ruh Sağlığı AD, Etlik, Ankara, Turkey
- P4-74 Late Language Acquisitions and Reformulation**
Claire Martinot (1), Elena Zaretsky (2), Olga Gromova (3), Jelena Kuvac (4),
Urzula Paprocka-Piotrowska (5), Sonia Gerolimich (6)
(1) University René Descartes, Paris 5-Sorbonne, Department of General and Applied Linguistics LEAPLE, UMR 8606; (2) Department of Communication Disorders, University of Massachusetts, Amherst, USA;
(3) Department of Speech and Language Pathology, Research Institute of Special Education, Russian Academy of Education, Moscow, Russia; (4) Laboratory for Psycholinguistic Research, Department of Speech-Language Pathology, University of Zagreb, Croatia; (5) Catholic University of Lublin, Department of French Studies, Poland; (6) University of Trieste, MoDyco, UMR 7114, Italy
- P4-75 The Perception of Short vs. Long Vowels in Monosyllabic Thai Words as Indexed by Mismatch Negativity Brain Responses**
Wichian Sittiprapaporn, Chittin Chindaduangratn, Naiphinich Kotchabhakdi
Neuro-Behavioural Biology Center, Institute of Science and Technology for Research and Development, Mahidol University, Salaya, Nakhonpathom, Thailand
- P4-76 Bravo, tu marches! A French child's use of the second person pronoun**
Aliyah Morgenstern, Mireille Brigaudiot
LEAPLE CNRS, Paris, France
- P4-77 Longitudinal Receptive and Expressive Language Profiles of Toddlers with Significant Developmental Disabilities**
MaryAnn Romski, Rose A. Sevcik, Lauren B. Adamson, Melissa Cheslock
Georgia State University, Atlanta, Georgia, USA

Room: HFB/HS A
14.30–16.00 h

Symposium 37

Early Precursors of Delayed Language Development: Results from a Longitudinal Study from Age Zero to age Four with German Learning Children

Jürgen Weissenborn (1), Kathleen Wermke (2), Ute Suhl (3), Angela D. Friederici (3), Zvi Penner (4), Manfred Gross (5), Christian Krügel (5), Christiane Weber (3), Anja Hahne (3), Manuela Friedrich (3), Sabina Pauen (6)
(1) Humboldt University, Berlin, Germany; (2) University of Würzburg, Würzburg, Germany;
(3) Max-Planck-Institute for Human Cognitive and Brain Sciences, Leipzig, Germany;
(4) University of Bern, Bern, Switzerland; (5) Charité University Medicine, Berlin, Germany;
(6) University of Heidelberg, Heidelberg, Germany



Room: HFB/HS D
14.30–16.00 h

Symposium 38

From Non-Linguistic to Linguistic Representations: Children's Encoding of Motion at the Perceptual, Gestural and the Linguistic Levels

Seyda Özçaliskan (1), Asli Özyürek (2, 3), Rachel Pulverman (4, 5), Roberta Michnick-Golinkoff (4), Kathy Hirsh-Pasek (6), Susan Goldin-Meadow (1), Özge Gürcanlı (7), Tilbe Göksun (8), Shanley Allen (9), Sotaro Kita (10), Amanda Brown (3, 9), Reyhan Furman (8), Tomoko Ishizuka (11), Maya Hickmann (12), Henriëtte Hendriks (13), Dan I. Slobin (14)

(1) University of Chicago, Chicago, USA; (2) F. C. Donders Center for Cognitive Neuroimaging; (3) Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; (4) University of Delaware, Delaware, USA; (5) Universidad Autónoma de Querétaro, Mexico; (6) Temple University, Philadelphia, USA; (7) Bogazici University, Istanbul, Turkey; (8) Koc University, Istanbul, Turkey; (9) Boston University, Boston, USA; (10) University of Bristol, Bristol, UK; (11) University of California, Los Angeles, USA; (12) Centre National de la Recherche Scientifique Université René Descartes, Paris, France; (13) University of Cambridge, RCEAL, UK; (14) University of California, Berkeley, USA

Room: HFB/HS C
14.30–16.00 h

Symposium 39

Frequency Effects in Article Acquisition

Insa Gülzow (1), Ute Bohnacker (2), Tanja Kupisch (3), Sergey Avrutin (4), Joke de Lange (4), Maria Teresa Guasti (5)

(1) Zentrum Allgemeine Sprachwissenschaft, Berlin, Germany; (2) Lunds Universitet, Lund, Sweden; (3) University of Hamburg, Hamburg, Germany; (4) University Utrecht, Utrecht, The Netherlands; (5) Università di Milano-Bicocca, Milano, Italy

Room: OEI/121
14.30–16.00 h

Symposium 40

The Acquisition of Morphology in Palestinian Arabic: Universal, Particular and Contextual Factors

Dorit Ravid, Rola Farah, Hunaida Abu-Nofal, Sireen Saed Tarbani, Rawan Khoury Abu Salem, Afnan Farah Sima'an, Omaimah Azem Gazalin
Tel Aviv University, Tel Aviv, Israel

Room: OEI/105
14.30–16.00 h

Symposium 41

Complexity in Phonological Development: Contributions from Brazilian and European Portuguese

Regina Ritter Lamprecht (1), M. João Freitas (2), Susana Correia (3), Carmen Lucia Barreto Matzenauer (4), Giovana Ferreira Gonçalves Bonilha (1, 5), Ana Ruth Miranda (6)

(1) Pontificia Universidade Catolica do Rio Grande do Sul, Porto Alegre, Brazil; (2) Universidade de Lisboa, Lisboa, Portugal; (3) Universidade do Algarve, Portugal; (4) Universidade Catolica de Pelotas, Pelotas, Brazil; (5) Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil; (6) Universidade Federal de Pelotas, Pelotas, Brazil



Room: OEI/302 b
14.30–16.00 h

Symposium 42

Multimodal Motherese: The Symbiosis between Speech and Action Facilitates Cognitive Development

Katharina J. Rohlfing (1), Amy E. Booth (2), Karla K. McGregor (3), Lakshmi J. Gogate (4), Christopher G. Prince (5), Rebecca J. Brand (6), Dare A. Baldwin (7), Patricia Zukow-Goldring (8), Nancy Rader (9)

(1) Bielefeld University; (2) Northwestern University; (3) The University of Iowa; (4) SUNY Health Science Center at Brooklyn; (5) University of Minnesota Duluth; (6) Vilanova University; (7) University of Oregon; (8) University of Southern California; (9) Ithaca College

Room: HFB/HS B
14.30–16.00 h

Symposium 43

Perception, Comprehension and Production in Typical and Atypical Development: Theoretical and Empirical Issues

Isabelle Barriere (1, 2, 3), Thierry Nazzi (4), Melanie Soderstrom (5), Katherine White (5), Erin Conwell (5), James Morgan (5), Letitia Naigles (6), Lauren Swensen (6), Elizabeth Kelly (6), Deborah Frein (6), Bencie Woll (7), Jechil Siereratzki (8), Geraldine Legendre (9), Gary Morgan (7)
(1) Johns Hopkins University, Baltimore, USA; (2) Touro College, New York, USA; (3) University of Hertfordshire, UK; (4) Laboratoire Cognition & Developpement, CNRS, Paris, France; (5) Cognitive & Linguistic Sciences, Brown University, Providence, USA; (6) Department of Psychology, University of Connecticut, Storrs, USA; (7) Department of Language and Communication science, City University, London, UK; (8) Department of Human communication science, University College London, London, UK; (9) Department of Cognitive Science, Johns Hopkins University, Baltimore, USA

Room: OEI/301
14.30–16.00 h

Paper Session 65

Chair: Barbara Schmiedtova, The Netherlands

Gesturing bilingually: French-English bilingual children's gestures

Elena Nicoladis, Simone Pika, Paula Marentette
University of Alberta, Edmonton, Canada

Performance by Monolingual and Bilingual Children with and without SLI on Nonlinguistic Visual Processing Tasks

Jennifer Windsor, Kathryn Kohnert
University of Minnesota, Minneapolis, USA

Syllabic planification and phonological working memory disorder: the case of Consonantless-SLI children

Sophie Wauquier-Gravelines (1), Marie-Thérèse Le Normand (2), Annie Riolland (3)
(1) Département de Sciences du langage, LLING, Université de Nantes, France;
(2) INSERM et service de neuropédiatrie et maladies métaboliques, Hôpital Robert Debré, Paris, France;
(3) Laboratoire de phonétique et phonologie, CNRS-Université de Paris III, France

16.00–16.30 h

Coffee Break

Room: HFB/HS A
16.30–18.00 h

Symposium 44

Attending to Determiners in Fluent Speech: Cross-Linguistic Evidence from Early Speech Perception and On-Line Sentence Comprehension

Renate Zangl (1), Barbara Höhle (2), Rushen Shi (3), Anne Fernald (1), Elizabeth K. Johnson (4), Monique Diks (4)

(1) Stanford University, USA; (2) University of Potsdam, Germany; (3) Université du Québec à Montréal, Canada; (4) Max-Planck-Institute, Nijmegen, The Netherlands



Room: OEI/105
16.30–18.00 h

Symposium 45

Aspects of Lexical Development in Brazilian Portuguese

Elizabeth Reis Teixeira (1), Cláudia Tereza Sobrinho da Silva (1), Carla Marcondes Cesar Affonso Padovani (2), Maria Cecília Bevilaqua (3), Aline Pimentel (1), Mônica Valéria do Patrocínio Dias (1)
(1) Universidade Federal da Bahia, Salvador, Brazil; (2) Universidade Estadual da Bahia e UNIME;
(3) Universidade de São Paulo, Baurú

Room: HFB/HS C
16.30–18.00 h

Symposium 46

Crosslinguistic Acquisition of Telicity

Angeliek van Hout (1), Petra Schulz (2), Ramona Wenzel (3), Diane Ogiela (4), Michael Casby (4), Cristina Schmitt (4), Miren Hodgson (5), Aviya Hachohen (6), Jeannette Schaeffer (6)
(1) University of Groningen, Groningen, The Netherlands; (2) University of Education, Karlsruhe, Germany;
(3) University of Potsdam, Potsdam, Germany; (4) Michigan State University, USA;
(5) University of Massachusetts, USA; (6) Ben Gurion University of the Negev

Room: HFB/HS B
16.30–18.00 h

Symposium 47

Input as an Invitation to Language

Virginia C. Mueller Gathercole (1), Natalia Gagarina (2), Cecilia Rojas Nieto (3), Alison Henry (4), Erika Hoff (5)
(1) University of Wales, Bangor, Wales; (2) Center for General Linguistics (ZAS), Berlin, Germany;
(3) Universidad Nacional Autónoma de México, Mexico, Mexico; (4) University of Ulster at Jordanstown, Newtownabbey, N. Ireland; (5) Florida Atlantic University, Boca Raton, Florida, USA

Room: HFB/HS D
16.30–18.00 h

Symposium 48

Gestures, Words and Signs in Hearing and Deaf Children's Early Language Development

Gunilla Preisler (1), Olga Capirci (2), Eva Berglund (3), M. Cristina Caselli (2), Richard Fannon (3), Margareta Ahlström (4), Emelie Cramér-Wolrath (4), Virginia Volterra (2)
(1) Department of Psychology, Stockholm, Sweden; (2) Institute of Cognitive Sciences and Technologies, Consiglio Nazionale della Ricerche (CNR), Rome, Italy; (3) Department of Psychology, Uppsala, Sweden;
(4) Stockholm Institute of Education, Department of Human Development, Learning and Special Education, Stockholm, Sweden

Room: OEI/121
16.30–18.00 h

Symposium 49

Variations in Acquiring Literacy across Genres: A Multi-Linguistic Perspective

Ronit Levie (1), Dorit Ravid (1), Liliana Tolchinsky (2), Harriet Jisa (3), Hrafnhildur Ragnarsdóttir (4), Sven Stromqvist (5), Janet G. van Hell (6), Joan Stiles (7), Judy S. Reilly (8, 9), Judi Fenson (7), Ruth Nass (10), Ruth Berman (1)
(1) Tel Aviv University, Tel Aviv, Israel; (2) University of Barcelona, Barcelona, Spain; (3) Université Lyon 2, Lyon, France; (4) Iceland University of Education, Reykjavík, Iceland; (5) University of Lund, Lund, Sweden;
(6) Radboud University Nijmegen, The Netherlands; (7) University of California, San Diego, San Diego, USA;
(8) San Diego State University, San Diego, USA; (9) Université de Poitiers, Poitiers, France;
(10) New York University Medical Center, New York, USA

Room: OEI/302 b
16.30–18.00 h

Paper Session 68

Chair: Magdalena Smoczynska, Poland

Precursors of language as predictors: Development and evaluation of a set of language-independent assessments for 2–3 year olds

Penny Roy (1), Shula Chiat (2)
(1) City University, London, UK; (2) University College London, London, UK

Cross-linguistic and Cross-Cultural Issues in the Development of Tests of Sign Language: The Case of The Test of American Sign Language (TASL) and Test de Langue des Signes Francaise (TELSF)

Philip Prinz (1), Nathalie Niederberger (2), John Gargani (3), Wolfgang Mann (3)
(1) San Francisco State University, San Francisco, USA; (2) University of Geneva, Geneva, Switzerland;
(3) University of California, Berkeley, Berkeley, USA

Outcome at Age 17 of Late-Talking Toddlers

Leslie Rescorla
Bryn Mawr College, Bryn Mawr PA, USA

Room: OEI/302 a
16.30–18.00 h

Paper Session 69

Chair: Tanja Kupisch, Germany

The boy is 'low': Effects of Early English Education on Semantic Development of Taiwanese Mandarin – English Bilingual Children

Lu-Chun Lin, Cynthia J. Johnson
Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign, Champaign, USA

Bilinguals = 2 monolinguals in 1?

Annabelle David
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

Evidence of Preferred Argument Structure in English-Japanese Bilingual Acquisition

Yuriko Oshima-Takane (1), Fred Genesee (1), Sonia Guerriero (1), Makiko Hirakawa (2)
(1) McGill University, Montreal, Canada; (2) Tokyo International University, Japan

Room: OEI/301
16.30–18.00 h

Paper Session 70

Chair: Susanna Bartsch, Germany

The acquisition of the when-clause in a Swedish boy

Lisa Christensen
Department of Scandinavian Languages, Lund University, Sweden

Interpreting Idioms: Cognitive and Sociocultural Factors

Ellen H. Courtney, Ailbhe Cormack Aboud
The University of Texas at El Paso, El Paso TX, USA

The effect of syntactic structure and familiarity in children's interpretation of metaphor

Patricia Pineda (1, 2), Liliana Tolchinsky (2)
(1) Language and Narrative, Valle University, Cali, Colombia; (2) University of Barcelona, language repertory research group GRERLI, University of Barcelona