14TH INTERNATIONAL CONGRESS
FOR THE STUDY OF
CHILD LANGUAGE

IASCL 2017
WELCOME!
IN LYON, FRANCE

JULY, 17TH-21ST 2017
<table>
<thead>
<tr>
<th>MONDAY, JULY 17TH</th>
<th>TUESDAY, JULY 18TH</th>
<th>WEDNESDAY, JULY 19TH</th>
<th>THURSDAY, JULY 20TH</th>
<th>FRIDAY, JULY 21ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>8h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10h30</td>
<td>Coffee break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12h00</td>
<td>7 parallel symposia sessions</td>
<td>7 parallel symposia sessions</td>
<td>7 parallel symposia sessions</td>
<td>7 parallel symposia sessions</td>
</tr>
<tr>
<td>12h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16h00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17h00</td>
<td>Opening Ceremony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17h30</td>
<td>PLENARY: Bottom-up and top-down information in infants’ early language acquisition. S. Peperkamp</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18h00</td>
<td>Poster session 1/3</td>
<td>Poster session 2/3</td>
<td>Poster session 3/3</td>
<td></td>
</tr>
<tr>
<td>18h30</td>
<td>Tutorials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19h00</td>
<td>Welcome cocktail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19h30</td>
<td></td>
<td></td>
<td></td>
<td>Gala dinner</td>
</tr>
<tr>
<td>20h30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM AND PRACTICAL INFORMATION

JULY 17TH > 21ST 2017
LYON, FRANCE
**EVENT ORGANIZATION AND COORDINATION**

ÉMILIE AILHAUD, Lyon, France  
VÉRONIQUE BOULENGER, Lyon, France  
NATHALIE BEDOIN, Lyon, France  
LINDA BRENDLIN, Lyon, France  
MÉLANIE CANAULT, Lyon, France  
FLORENCE CHENU, Lyon, France  
JEAN-PIERRE CHEVROT, Grenoble, France  
CHRISTOPHE DOS SANTOS, Tours, France  
FRÉDÉRIQUE GAYRAUD, Lyon, France  
ANNA GHIMENTON, Lyon, France  
LUDIVINE GLAS, Lyon France  
HARRIET JISA, Lyon, France  
SOPHIE KERN, Lyon, France  
HARRIET JISA, Lyon, France  
DENIS ALAMARGOT, Paris, France  
MICHÈLE GUIDETTI, Toulouse, France  
MAYA HICKMANN, Paris, France  
CHRISTOPHE PARISSE, Paris, France  
CHRISTOPHER FENNELL, Ottawa, Canada  
NATALIA GAGARINA, Berlin, Germany  
MUTSUMI IMAI, Kanagawa, Japan  
HRAFNHILDUR RAGNARSDÓTTIR, Reykjavík, Iceland  
ERIKA HOFF, Davie, USA  
FRÉDÉRIQUE GAYRAUD, Lyon, France

**SUPPORTED BY SCIENTIFIC COMMITTEE**

SOPHIE KERN, Lyon, France  
HARRIET JISA, Lyon, France  
DENIS ALAMARGOT, Paris, France  
MICHÈLE GUIDETTI, Toulouse, France  
MAYA HICKMANN, Paris, France  
CHRISTOPHE PARISSE, Paris, France  
CHRISTOPHER FENNELL, Ottawa, Canada  
NATALIA GAGARINA, Berlin, Germany  
MUTSUMI IMAI, Kanagawa, Japan  
HRAFNHILDUR RAGNARSDÓTTIR, Reykjavík, Iceland  
ERIKA HOFF, Davie, USA  
FRÉDÉRIQUE GAYRAUD, Lyon, France
SUMMARY

Program 6

Day 1 / July 17th / overview 7
Symposia 8

Day 2 / July 18th / overview 9
Symposia 10
Poster session 18

Day 3 / July 19th / overview 21
Symposia 22
Poster session 30

Day 4 / July 20th / overview 33
Symposia 34
Poster session 41

Day 5 / July 21st / overview 44
Symposia 45

Special thanks 51

Practical information 53
LET’S GO!

PROGRAM
## DAY 1
### MONDAY, JULY 17TH

### OVERVIEW

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

**Site Registration**

15h00 → 17h00 ATRIUM REGISTRATION
Decades of research have shown that before they pronounce their first words, infants acquire much of the sound structure of their native language, while also developing word segmentation skills and starting to build a lexicon. The rapidity of this acquisition is intriguing, and the underlying learning mechanisms are still largely unknown. Drawing on both experimental and modeling work, I will review recent research in this domain and illustrate specifically how both bottom-up and top-down cues contribute to infants’ acquisition of phonetic categories and phonological rules.
TUESDAY, JULY 18TH

OVERVIEW

PLENARY TALK: What do the hands tell us about language development? Insights from development of speech, gesture and sign across languages. 
Asli Ozyurek

Coffee break

GRAND AMPHI

AMPHI LAPRADE

AMPHI J-B. SAY

AMPHI JABOULAY

ROOM D201

ROOM D101

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

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

A new perspective on referentiality in elicited narratives
Natalia Gagarina

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

Giving new significance to null results in child language research
Titia Benders

Perspectives on developmental complexity: syntax and semantics
Yves Roberge

What is the relationship between Executive Function and language development?
Nicola Botting

Lunch break

FluencyBank: studying typical and disordered speech fluency across languages and contexts
Nan Ratner

Acquisition of case-marking: form and function
Virve Vihman

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

Cooperative communication in peer interactions
Bahar Koymen

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

The impact of congenital hearing loss on spoken language development
Gary Morgan

Encoding events in language and cognition
Ercenur Ünal

Poster session 1/3

JoCL editorial meeting

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

CONVENER: Katherine Demuth, Macquarie University, Sidney, Australia
DISCUSSANT: Katherine Demuth

PRESENTATION 1
Variability in early vocabulary of children with CIs: the impact of child abilities on outcomes
Edith L. Bavin, La Trobe University, VIC, Australia
Julia Sarant, The University of Melbourne, Australia
Luke Prendergast, La Trobe University, VIC, Australia
Greg Leigh, RIDBC Renwick Centre (Royal Institute for Deaf and Blind Children/The University of Newcastle), Australia

PRESENTATION 2
Lexical access for production and recognition in children with cochlear implants
Richard G. Schwartz, Susan Steinman, Elizabeth Ying, Zara W. DeLuca, Georgia Drakopoulou and Derek Houston

PRESENTATION 3
Prosody, processing speech and discourse interactions in adolescents with cochlear implants
Colleen Holt, Katherine Demuth & Ivan Yuen

PRESENTATION 4
The effects of prosody on syntactic disambiguation in children with cochlear implants
Talita Fortunato-Tavares, Richard G. Schwartz, Claudia F. de Andrade, Klara Marton, Derek Houston

SYMPOSIUM
A new perspective on referentiality in elicited narratives

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

PRESENTATION 1
Character introductions in oral narratives of Swedish-German bilingual children aged 4 and 6
Josefin Lindgren, Uppsala University, Sweden
Valerie Reichardt, Humboldt Universitaet zu Berlin, Germany
Ute Bohnacker, Uppsala University, Sweden

PRESENTATION 2
Referential cohesion in the narratives of monolingual and bilingual children with typically developing language and with SLI
Sveta Fichman, Bar-Ilan University, Israel
Carmit Altman, Bar-Ilan University, Israel
Sharon Armon-Lotem, Bar-Ilan University, Israel
Joel Walters, Bar-Ilan University, Israel

PRESENTATION 3
Determiners and Clitics in character reference: A comparison between monolingual and bilingual children with typical development and SLI
Eleni Peristeri, Aristotle University of Thessaloniki, Greece
Maria Andreou, Aristotle University of Thessaloniki, Greece
Ianthi Tsimpli, Aristotle University of Thessaloniki, Greece

PRESENTATION 4
Referentiality in elicited narratives of Lithuanian TD and SLI preschoolers
Ingrida Balčiūnienė, Vytautas Magnus University, Lithuania
Ineta Dabašinskienė, Vytautas Magnus University, Lithuania
PRESENTATION 5
When the listener cannot see: referencing in children’s stories told to a blindfolded person
Daleen Klop, Stellenbosch University, South Africa
Alicia Eksteen, Stellenbosch University, South Africa
Daniela Adams, Stellenbosch University, South Africa
Shaney Botman, Stellenbosch University, South Africa
Mia-Lize Brink, Stellenbosch University, South Africa

PRESENTATION 4
A training study to establish the cause of children’s “defaulting errors” in Spanish
Joseph Martin, University of Liverpool, U.K.
Colin Bannard, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.

10H30 → 12H30
AMPHI JEAN-BAPTISTE SAY
SYMPOSIUM
Same learning mechanisms – different morphologies: what factors determine learning?
CONVENER: Elena Lieven, University of Manchester, U.K.
DISCUSSANT: Aris Xanthos, University of Lausanne, Switzerland

PRESENTATION 1
Predicting errors in children’s production of verb morphology: evidence from person/number marking in Finnish and Polish
Sonia Granlund, University of Liverpool, U.K.
Joanna Kolak, University of Manchester, U.K.
Marta Szreder, United Arab Emirates University
Felix Engelmann, University of Manchester, U.K.
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.
Anna Theakston, University of Manchester, U.K.
Elena Lieven, University of Manchester, U.K.

PRESENTATION 2
The acquisition of verb inflection in a connectionist model
Felix Engelmann, University of Manchester, U.K.
Joanna Kolak, University of Manchester, U.K./University of Warsaw, Poland
Sonia Granlund, University of Liverpool, U.K.
Marta Szreder, United Arab Emirates University, United Arab Emirates
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.
Anna Theakston, University of Manchester, U.K.
Elena Lieven, University of Manchester, U.K.

PRESENTATION 3
The acquisition of Chintang verbal morphology
Sabine Stoll, University of Zurich, Switzerland
Jekaterina Mazara, University of Zurich, Switzerland
Damián Blasi, University of Zurich, Switzerland and Max Planck Institute for the Science of Human History, Jena, Germany
Balthasar Bickel, University of Zurich, Switzerland
PRESENTATION 1
First wait - then integrate. How the learner solves the learnability puzzle of complex sentences
Petra Schulz, Goethe-University Frankfurt, Germany

PRESENTATION 2
Syntactic complexity in narratives and sentence repetition: A comparison between bilingual and monolingual children's production
Maria Andreou, University of Cologne, Germany Ianthi Tsimpli, University of Cambridge, U.K.

PRESENTATION 3
Syntactic complexity and the developing production system
Dana McDaniel, University of Southern Maine, U.S.A. Cecile McKee, University of Arizona, U.S.A.

PRESENTATION 4
Child language acquisition and the complexity of recursive embedding
Ana T Pérez-Leroux, University of Toronto, Canada Yves Roberge, University of Toronto, Canada

SYMPOSIUM
What is the relationship between Executive Function and language development?

CONVENER: Nicola Botting & Gary Morgan, City University London, U.K.
DISCUSSANT: Caroline Rowland, Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 1
Language acquisition and executive function from 12 to 36 months in typically developing children.
Samantha Durrant, ESRC LuCiD Centre, University of Liverpool, U.K. Amy Bidgood, ESRC LuCiD Centre, University of Liverpool, U.K. Paula McLaughlin, ESRC LuCiD Centre, University of Liverpool, U.K. Michelle Peter, ESRC LuCiD Centre, University of Liverpool, U.K. Caroline Rowland, ESRC LuCiD Centre, University of Liverpool; U.K.

PRESENTATION 2
Complement syntax and Executive Functions: Teasing apart their contributions to Theory of Mind
Morgane Burnel, University of Grenoble, France Marcela Perrone, University of Grenoble, France Monica Baciu, University of Grenoble, France Anne Reboul, CNRS Lyon, France Stephanie Durrleman, University of Geneva, Switzerland

PRESENTATION 3
The relationship between language and executive function (EF) in children with typical and atypical motor coordination skills
PRESENTATION 4
Language mediates executive function differences in deaf and hearing children
Nicola Botting, City University of London, U.K.
Anna Jones, University College London, Deafness, Cognition and Language Research Centre, U.K.
Joanna Atkinson, University College London, Deafness, Cognition and Language Research Centre, U.K.
Chloe Marshall, University College London, Institute of Education, U.K.
Michelle St. Clair, University of Bath, U.K.
Gary Morgan, City University of London, U.K.

PRESENTATION 3
Clinical versus typical profiles of speech disfluency: Addressing theoretical and practical challenges
Courtney Byrd, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.
Elizabeth Hampton, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.
Zoi Gkalitsiou, Michael and Tami Lang Stuttering Institute, University of Texas, Austin, U.S.A.

PRESENTATION 2
Speech disruptions in school-age children with SLI: a developmental perspective
Rob Zwitserlood, Royal Dutch Auris Group, Utrecht University, The Netherlands

PRESENTATION 1
Using FluencyBank to study speech disfluencies in normally fluent, French-speaking children
Anne-Lise Leclercq, Research Unit on Childhood, Liege University, Belgium
Pauline Suaire, Research Unit on Childhood, Liege University, Belgium
Astrid Moyse, Research Unit on Childhood, Liege University, Belgium

SYMPOSIUM
FluencyBank: Studying typical and disordered speech fluency across languages and contexts
CONVENER: Nan Bernstein Ratner, University of Maryland, College Park, U.S.A.
DISCUSSANT: Brian MacWhinney, Carnegie-Mellon University, U.S.A.

SYMPOSIUM
Linguistic predictors of recovery from early childhood stuttering
Kathryn Leech, University of Maryland, U.S.A.
Barbara Brown, Purdue University, U.S.A.
Christine Weber, Purdue University, U.S.A.
Nan Bernstein Ratner, University of Maryland, U.S.A.

SYMPOSIUM
Variability in the input: Acquisition of Differential Object Marking in Estonian
Virve-Anneli Vihman, University of Tartu, Estonia
Felix Engelmann, University of Manchester, U.K.
Anna Theakston, University of Manchester, U.K.
Elena Lieven, University of Manchester, U.K.

SYMPOSIUM
The role of constructions in the acquisition of Polish noun inflections
Grzegorz Krajewski, University of Warsaw, Poland
PRESENTATION 4
The influence of word stress and word order on the comprehension of case in Russian speaking children
Bibi Janssen, University of Amsterdam, The Netherlands
Anne Baker, University of Amsterdam, The Netherlands

PRESENTATION 5
Testing constructivist models of morphological development using case-marking in Lithuanian
Egle Saviciute, University of Liverpool, U.K.
Ben Ambridge, University of Liverpool, U.K.
Julian Pine, University of Liverpool, U.K.

SYMPOSIUM
The effects of conversation on the content and linguistic form of narratives
CONVENER: Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

PRESENTATION 1
Models of reference in narratives: Comparing the choices of referring expressions by mothers in conversation with their children, typically developing or with SLI, and by control adults
Anne Salazar Orvig, Université Sorbonne Nouvelle, Paris 3 Laboratoire CLESTHIA, France
Geneviève de Weck, Centre de Logopédie Université de Neuchâtel, Suisse

PRESENTATION 2
Mothers’ reactions to children’s explanations in narrative and free-play setting: A study of conversations with SLI and TD children aged 5 to 7 years
Stefano Rezzonico, École d’orthophonie et audiologie, Université de Montréal, Montréal, Canada

PRESENTATION 3
Rotem Shapira, Levinsky College of Education and School of Education, Tel Aviv University, Israel
Dorit Aram, School of Education, Tel Aviv University, Israel

PRESENTATION 4
The effects of a short conversational intervention on the content and the linguistic structure of 5 to 8 years old French-speaking children’s monological narratives
Bracha Nir, Department of Communication Sciences and Disorders, University of Haifa, Israel
Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

PRESENTATION 5
The effects of a short conversational intervention on the narrative skills of high-functioning children with ASD and matched typically-developing children
Marie-Hélène Plumet, Université Paris Descartes, Laboratoire LPPS, France
Edy Veneziano, Université Paris Descartes & CNRS, Laboratoire MoDyCo & LPPS, France

SYMPOSIUM
Cooperative communication in peer interactions
CONVENER: Bahar Koymen, University of Manchester, U.K.
DISCUSSANT: Ludovica Serratrice, University of Reading, U.K.

PRESENTATION 1
Creating a language: Non-linguistic communication among preschool peers
Manuel Bohn, Max Planck Institute for Evolutionary Anthropology, Germany
Gregor Stöber, Max Planck Institute for Evolutionary Anthropology, Germany
Michael Tomasello, Max Planck Institute for Evolutionary Anthropology, Germany & Duke University, U.S.A.

PRESENTATION 2
Nonverbal markers of collaborative lying in a dyadic context
Hilal H. Şen Koç University, Turkey
Ceren Bozkurt Koç University, Turkey
Seren Zeynep Vardar Koç University, Turkey
Aylin C. Küntay Koç University, Turkey
### Symposium: Child-external and child-internal factors in the acquisition of Catalan in a multilingual constellation: 2L1, 3L1 and child L2 in the context of societal bilingualism

**Convener:** Laia Arnaus-Gil, Bergische Universität Wuppertal, Germany

#### Presentation 1
**Optionality in sequential bilingualism: production of Catalan adverbial clitics by children of different L1s**

- **Mònica Tarrés**, Universitat Pompeu Fabra, Barcelona, Spain
- **Aurora Bel**, Universitat Pompeu Fabra, Barcelona, Spain

#### Presentation 2
**Language acquisition and change: the acquisition of Catalan partitive and locative clitics**

- **Anna Gavarró**, Universitat Autònoma de Barcelona, Spain

#### Presentation 3
**The acquisition of Spanish-Catalan pronominal clitics: the case of bi-trilingual children**

- **Amelia Jiménez Gaspar**, Universitat de les Illes Balears, Spain
- **Natascha Müller**, Bergische Universität Wuppertal, Germany
- **Laia Arnaus-Gil**, Bergische Universität Wuppertal, Germany

#### Presentation 4
**Semantic redistribution of copula ser/estar in simultaneous Catalan/Spanish bilingual children and adults**

- **Alejandro Cuza**, Purdue University, U.S.A
- **Pedro Guijarro-Fuentes**, University of Balearic Islands, Spain

#### Time
- **14:00 - 16:00**
- **Amphi Jabolay**

---

### Symposium: The impact of congenital hearing loss on spoken language development

**Convener:** Gary Morgan, City University London, U.K.

#### Presentation 1
**Identifying auditory barriers to spoken language understanding in Dutch toddlers**

- **Martine Coene**, Language and Hearing Center Amsterdam, Vrije Universiteit Amsterdam, The Netherlands
- **Elske Bolk**, Language and Hearing Center Amsterdam, VU University Medical Center, The Netherlands
- **Theo Goverts**, Language and Hearing Center Amsterdam, VU University Medical Center, The Netherlands
- **Paul Govaerts**, The Eargroup, Antwerp, Belgium

#### Presentation 2
**Narrative Performance in School-Age Children who are Hard of Hearing**

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

#### Presentation 3
**Finite verb morphology in the spontaneous speech of Dutch-speaking children with cochlear implants and hearing aids**

- **Annemiek Hammer**, Utrecht University of Applied Sciences, Institute for Sign, Language & Deaf Studies, The Netherlands
- **Martine Coene**, Language and Hearing Center Amsterdam, Vrije Universiteit Amsterdam, The Netherlands

#### Presentation 4
**Narrative skills in deaf children who use spoken English: dissociations between macro and microstructural devices**

- **Chloe Marshall**, UCL, U.K.
- **Anna Jones**, UCL, U.K.
- **Nicola Botting**, City University London, U.K.
- **Gary Morgan**, City University London, U.K.
SYMPOSIUM
Encoding events in language and cognition

CONVENER: Ercenur Ünal, Radboud University, Max Planck Institute for Psycholinguistics, The Netherlands
DISCUSSANT: Laura Wagner, Ohio State University, U.S.A.

PRESENTATION 1
How we conceptualize the ends of events (and what it might mean for verb acquisition)
Angela Xiaoxue He, Boston University, U.S.A.
Sudha Arunachalam, Boston University, U.S.A.

PRESENTATION 2
Finding common ground: The role of language
Roberta Golinkoff, University of Delaware, U.S.A.
Kathy Hirsh-Pasek, Temple University, U.S.A.
Haruka Konishi, Michigan State University, U.S.A.
Natalie Brezack, University of Chicago, U.S.A.

PRESENTATION 3
How children map event participants onto language
Ercenur Ünal, Radboud University, Max Planck Institute for Psycholinguistics, The Netherlands
John Trueswell, University of Pennsylvania, U.S.A.
Anna Papafragou, University of Delaware, U.S.A.

PRESENTATION 4
Mapping from form to meaning: Light verb constructions and event construal
Eva Wittenberg, University of California, San Diego, U.S.A.
1. Children with autism spectrum disorder use common ground to comprehend ambiguous requests - Louise Malkin, Kirsten Abott-Smith, David Williams, John Ayling

2. Deaf Children’s Typical and Atypical Bilingual Development in American Sign Language (ASL) and Written English - Philip Prinz


4. Language comprehension in children, adolescents and adults with Down syndrome - Bernadette Witecy, Eva Wimmer, Martina Penke

5. Assessing phonological memory in children with speech errors: are meaningless syllable strings really meaningless? - Catherine Torrington Eaton, Nan Bernstein Ratner

6. Neurophysiological evidence for the influence of phonological and semantic neighbourhood densities on word production in children - Doreen Hansmann, William Gavin, Stephanie Stokes


8. Are children and adolescents with autism able to adapt their reading strategy to different reading goals? - Martina Micai, Mila Vulchanova, David Saldaña

9. Cartoon competitions: The effect of visual animacy on children’s sentence processing - Rebecca Cooper, Monique Charlest, Juhan Järvi-kivi

10. An intervention to increase educators’ responsiveness to promote pupils’ participation in class activities - Fátima Vega, Marta Grácia, Carles Riba

11. Using Webinar-Based Coaching to Support Rich Language Use in Preschool Classrooms - Gigliana Melzi, Adina Schick, Laura Schneebaum, Lauren Scarola

12. Linguistic and Cultural Identity of D/deaf Adolescent Students from Culturally Diverse Communities, Maryam Salehomour, Philip Prinz

13. Speech+gesture combinations for and by infants in the Netherlands and Mozambique - Paul Vogt, Chiara De Jong


15. Shift of Japanese Mother’s Infant-/Child-Directed Speech - Ayaka Ikeda, Tessei Kobayashi, Shoji Itakura


17. The Acquisition of Morphonotactics: An Experimental Study with Lithuanian TD and SLI Children - Laura Kamanulytė-Merfeldienė, Eglė Krivickaitė, Ineta Dabašinskienė


19. The frequency and distribution of delay markers in acquisition - Daisy Leigh

20. Preposition use in 4 to 6 year old children with SLI compared to typically developing children - Gerda Bruïnisma, Evelien Klaveren, Inge Lijten, Hanneke Sniiders, Suzanne Jansen-Spit, Frank Wijnen, Ellen Gerrits

21. Production of prosodic prominence in the utterance of Cochlear Implanted (CI) and normally hearing (NH) infants: a perceptual study - Ilike De Clerck, Michèle Pettinato, Jo Verhoeven, Steven Gillis

22. Narrative production of children acquiring Lithuanian as a heritage language - Ingrīda Balčiūnienė, Ineta Dabašinskienė, Agne Blažienė

23. The long-term development of speech production in children with CI in comparison to normally hearing peers: accuracy and variability at the word level - Jolien Faes, Joris Gillis, Steven Gillis

24. Children’s Detection of Iconic Telicity in Sign Language - Laura Wagner, Carlo Geraci, Jeremy Kuhn, Kate Davidson, Brent Strickland

25. Input from Hearing and Deaf families for the Acquisition of Simultaneous Constructions in French Sign Language - Marie-Anne Sallandre, Marie-Thérèse LHuillier

26. The identifiability of the speech of children with cochlear implants in comparison to normally hearing children and children with an acoustical hearing aid - Nathalie Boonen, Hanne Klooits, Steven Gillis

27. Task effects on noun plural production in German-speaking preschoolers with cochlear implants - Sabine Laaha, Steven Gillis

28. Supporting semantic learning through iconic gesture in children with specific language impairment - Susanne Vogt, Christina Kauschke

29. Targeted Exposure to Adult Verb Forms in the Early Acquisition of Hebrew - Lyle Lustigman, Eve Clark

30. Parent-infant Socio-cognitive Communication in Symbolic Play - Sara Quinn, Evan Kidd

31. Prominence in speech and gesture help preschoolers to recall and comprehend information - Judith Llanes, Olga Kushch, Pilar Prieto

32. Audiovisual correlates of focus production in French-speaking 4 and 5 year olds - Nuria Esteve-Gibert, Hélène Loevenbruck, Marion Dohen, Mariapaola D’Imperio

33. Developmental Differences between children and adults in the use of visual cues for segmentation - Ori Lavi-Rotbain, Inbal Arnon
34. Self-testing facilitates vocabulary growth in good and poor learners - Karla McGregor, Tim Arbisi-Kelm, Nichole Eden

ZONE 2

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

36. Vocabulary differences between monolingual and bilingual toddlers: a touch-screen study - Laia Fíbla, Charlotte Maniel, Alejandro Cristina

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

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

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

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

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

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

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

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

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

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

ZONE 3

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

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

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

ZONE 4

50. How early do children produce implicatures? A corpus study of 2- to 3-year-olds - Sarah Eiteljörg, Laura Wagner, Elena Lieven

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

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

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

54. Acquiring a novel superlative determiner is easy if it’s not negative - Camille Dupret

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

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

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

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

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

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

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

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

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

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

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

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

67. The influence of presentation mode on the vocabulary learning of children with Autism Spectrum Disorders - Rebecca Lucas, Courtenay Norbury
68. It’s raining, isn’t it? The use of tag questions as a test case for form-function mappings - Michelle Davis, Thea Cameron-Faulkner, Anna Theakston

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

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

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

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

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


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

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

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

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

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

80. Language knowledge predicts 3-6 year-old monolingual and bilingual children’s pronoun processing - Juhani Järvi, Vincent Porretta, Johanne Paradis, Krishna Govindarajan, Kayla Day

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

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


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


86. Children’s referring expressions in interaction - Cecilia Rojas Nieto

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

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

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

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

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

92. Parents’ ‘quality’ talk during pretend play and relations to children’s language from 2 to 3 years - Daniele Hell, Ageliki Nicolopoulou

SO MANY POSTERS!
### Day 3
**Wednesday, July 19th**

#### Overview

- **PLENARY TALK:** Sex and Stability in Early Child Language
  - Marc Bornstein

#### Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Lecture：Language development from the lens of crosslinguistic variation: A symposium in honor of Ayhan Aksu-Koç (Festschrift)</td>
</tr>
<tr>
<td>10:00</td>
<td>Coffee break</td>
</tr>
<tr>
<td>10:30</td>
<td>GRAND AMPHI: Language development from the lens of crosslinguistic variation: A symposium in honor of Ayhan Aksu-Koç (Festschrift)</td>
</tr>
<tr>
<td>10:30</td>
<td>AMPHI LAPRADE: Constraints on the acquisition of sociolinguistic variation in monolingual and multilingual contexts</td>
</tr>
<tr>
<td>10:30</td>
<td>AMPHI L. AUBRAC: Narrative abilities in bilingual children with typical and atypical development</td>
</tr>
<tr>
<td>10:30</td>
<td>AMPHI J-B. SAY: Individual differences in word learning: predictors and associates across the lifespan</td>
</tr>
<tr>
<td>10:30</td>
<td>AMPHI JABOULAY: Beyond words and between the lines: Pragmatic skills acquisition and development from a lifespan perspective</td>
</tr>
<tr>
<td>10:30</td>
<td>ROOM D201: Acquisition of Complex Predicates in Sahulian Indigenous Languages</td>
</tr>
<tr>
<td>10:30</td>
<td>ROOM D101: Song and Prosody for Early Language Acquisition</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch break</td>
</tr>
<tr>
<td>12:30</td>
<td>GRAND AMPHI: Understanding language development at multiple levels of biocultural explanation: Child, family, society and developmental change</td>
</tr>
<tr>
<td>12:30</td>
<td>AMPHI LAPRADE: An exploration of parent-child interaction therapy</td>
</tr>
<tr>
<td>12:30</td>
<td>AMPHI L. AUBRAC: Bookreading interactions at home and at school; Promoting narrative production and comprehension</td>
</tr>
<tr>
<td>12:30</td>
<td>AMPHI J-B. SAY: Multiple perspectives on mechanisms of lexical acquisition</td>
</tr>
<tr>
<td>12:30</td>
<td>AMPHI JABOULAY: Children’s Understanding and Use of Sociolinguistic Variation in Language Acquisition</td>
</tr>
<tr>
<td>12:30</td>
<td>ROOM D201: Methodological considerations for studying on-line sentence processing in children using event-related potentials</td>
</tr>
<tr>
<td>12:30</td>
<td>ROOM D101: The importance of early experience for language development: The role of phonological working memory</td>
</tr>
</tbody>
</table>

#### Poster Session 2/3

- **Zone 1 to 5**
  - **Poster Session 2/3**

---

**Where?**

- **Room D201**
- **Room D101**
- **Zone 1 to 5**
Two enduring features of early child language are moderation by gender and stability of performance over time. In this talk I address both. First, many reports indicate that girls outperform boys in language, but on what measures, under what conditions, and for how long in development are still open questions. Second, I draw on several large scale, prospective, longitudinal studies to explore stability of individual differences in multiple age-appropriate multi-source measures of child language from infancy through adolescence. I also document the robustness of stability in language development across child language, gender, birth status, ethnicity, and socioeconomic class. These considerations of sex and stability lead to concrete recommendations concerning early intervention to improve lagging language in young children and consequences for child mental health.

PRESENTATION 1
A Turkish window onto child language acquisition
Dan Slobin, University of California, Berkeley, U.S.A.

PRESENTATION 2
Language acquisition within a cross-linguistic perspective
Ruth A. Berman, Israel Academy of Science and Humanities, Israel

PRESENTATION 3
Evidentiality in Turkish
Çağla Aydin, Sabancı University, Turkey

PRESENTATION 4
Successes and difficulties facing crosslinguistic language acquisition research
Elena Lieven, University of Manchester, U.K.

PRESENTATION 5
Narrative development from a crosslinguistic perspective
Ageliki Nicolopoulou, Lehigh University, U.S.A.
SYMPOSIUM
Constraints on the acquisition of sociolinguistic variation in monolingual and multilingual contexts

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

PRESENTATION 1
Caregiver contrasts: How does input constrain output in the acquisition of sociolinguistic variation?
Mercedes Durham, Cardiff University, U.K.
Jennifer Smith, University of Glasgow, U.K.

PRESENTATION 2
Contact-induced constraints on the acquisition of phonological length contrast by Lebanese Arabic-speaking children
Ghada Khattab, Newcastle University, U.K.
Jalal Al-Tamimi, Newcastle University, U.K.

PRESENTATION 3
Acquiring constraints on variable morphosyntax: SV-VS word order in child Spanish
Naomi L. Shin, University of New Mexico, U.S.A.

PRESENTATION 4
Social and Linguistic Constraints on the Acquisition of Sociolinguistic Variation: The Use of Verbal Prefix Nge- in Jakarta
Bernadette Kushartanti, Universitas Indonesia, Indonesia

PRESENTATION 5
Variation in a language contact situation: Pragmatic constraints on children’s use of multilingual resources in dyadic and multiparty interactions in Veneto (Italy)
Anna Ghimenton, Université Lumière Lyon 2, France

SYMPOSIUM
Narrative abilities in bilingual children with typical and atypical development

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

PRESENTATION 1
Language experience and story grammar in bilingual children with and without PLI
Lisa M. Bedore, The University of Texas at Austin, U.S.A.
Elizabeth D. Peña, The University of Texas at Austin, U.S.A.
Mirza Lugo-Neris, The University of Texas at Austin, U.S.A.
Christine Fiestas, Texas A&M University, Kingsville, U.S.A.

PRESENTATION 2
Narrative Macro and Microstructure in School-Age Children: Differences in Performance in Spanish and English
Mirza Lugo-Neris, The University of Texas at Austin, U.S.A.
Elizabeth D. Peña, The University of Texas at Austin, U.S.A.
Lisa M. Bedore, The University of Texas at Austin, U.S.A.
Zenzi Griffin, The University of Texas at Austin, U.S.A.

PRESENTATION 3
Narrative Abilities in English L2 learners with and without Specific Language Impairment
Krithika Govindarajan, University of Alberta, Canada
Johanne Paradis, University of Alberta, Canada

PRESENTATION 4
Bilinguals with ASD or with SLI: Can narratives describe their difference?
Ianthi Maria Tsimpli, University of Cambridge, U.K.
Eleni Peristeri, Aristotle University of Thessaloniki, Greece
PRESENTATION 1

Individual differences in segmentation longitudinally predict vocabulary growth

Evan Kidd, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia
Tara Spokes, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia
Seamus Donnelly, The Australian National University and The ARC Centre of Excellence for the Dynamics of Language, Australia
Caroline Junge, Utrecht University, The Netherlands
Anne Cutler, The Australian National University and Western Sydney University, Australia

PRESENTATION 2

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

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

PRESENTATION 3

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

Katie Alcock, Department of Psychology, Lancaster University, U.K.
Victoria Brelsford, School of Psychology, University of Lincoln, U.K.
Anna Christopher, Department of Psychology, Lancaster University, U.K.
Janine Just, School of Psychology, University of Lincoln, U.K.
Kerstin Meints, School of Psychology, University of Lincoln, U.K.
Caroline Rowland, Institute of Psychology Health and Society, University of Liverpool, U.K. & Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 4

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

Patrick Rebuschat, Department of Linguistics and English Language, Lancaster University, U.K.
Pádraic Monaghan, Department of Psychology, Lancaster University, U.K.
**PRESENTATION 1**

**Learning Murrinhpatha complex predicates: the role of input**

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

**PRESENTATION 2**

**Syntactic complexity equals morphological simplification in Nungon child-directed speech**

Hannah Sarvasy, Australian National University, Australia

**PRESENTATION 3**

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

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

---

**PRESENTATION 4**

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

Christelle Declercq, Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne, France  
Vincine Bertot, Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne & Unité de neurologie pédiatrique, CHU de Reims, France  
Sandrine Le Sourn-Bissaoui, Centre de recherches en psychologie, cognition et communication, EA 1285, Université de Rennes 2, France  
Stéphanie Caillies, Laboratoire C2S (Cognition, Santé, Socialisation) EA 6291, Université de Reims Champagne-Ardenne, France

**PRESENTATION 5**

**Acquisition of complex predicates in Pitjantjatjara**

Rebecca Defina, University of Melbourne, Australia

---

**SYMPOSIUM**

**Song and Prosody for Early Language Acquisition**

**CONVENER:** Tineke Snijders, Max Planck Institute for Psycholinguistics, Nijmegen; Donders Institute for Brain, Cognition and Behaviour, Centre for Cognitive Neuroimaging, Radboud University, Nijmegen, The Netherlands  
Titia Benders, ARC Centre of Excellence in Cognition and its Disorders; Department of Linguistics, Macquarie University, North Ryde, Australia

**PRESENTATION 1**

**Infants' recognition of phrases in song and speech**

Laura Hahn, Centre for Language Studies, Radboud University, Nijmegen  
Titia Benders, ARC Centre of Excellence in Cognition and its Disorders; Department of Linguistics, Macquarie University, North Ryde, Australia  
Paula Fikkert, Centre for Language Studies, Radboud University, Nijmegen, The Netherlands

---

**PRESENTATION 4**

**Acquisition of Qaqet complex verbs**

Birgit Hellwig, Universität zu Köln, Germany

---

**PRESENTATION 5**

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

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

---

**SYMPOSIUM**

**Acquisition of Complex Predicates in Sahulian Indigenous Languages**

**CONVENER:** Hannah Sarvasy, Australian National University, Australia

---

**PRESENTATION 1**

**Learning Murrinhpatha complex predicates: the role of input**

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

**PRESENTATION 2**

**Syntactic complexity equals morphological simplification in Nungon child-directed speech**

Hannah Sarvasy, Australian National University, Australia

**PRESENTATION 3**

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

Alan Rumsey, Australian National University, Australia  
Francesca Merlan, Australian National University, Australia
PRESENTEATION 3

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

Katharina Zahner, University of Konstanz, Department of Linguistics, Germany
Muna Schönhuber, University of Konstanz, Department of Linguistics, Germany
Janet Grijzenhout, University of Konstanz, Department of Linguistics, Germany
Bettina Braun, University of Konstanz, Department of Linguistics, Germany

PRESENTEATION 4

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

Victoria Leong, Department of Psychology, University of Cambridge, UK; Nanyang Technological University, Singapore
Elizabeth Byrne, Medical Research Council Cognition and Brain Sciences Unit, Cambridge, U.K.
Kaili Clackson, Department of Psychology, University of Cambridge, U.K.
Naomi Harte, University of East London, U.K.
Sarah Lam, Department of Psychology, University of Cambridge, U.K.
Kaya de Barbaro, Georgia Institute of Technology, U.S.A.
Sam Wass, Department of Psychology, University of Cambridge, U.K.; University of East London, U.K.

PRESENTEATION 5

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

Reyna L. Gordon, Department of Otolaryngology, Vanderbilt University Medical Center; Program for Music, Mind & Society at Vanderbilt, U.S.A.
Scott D. Blain, Department of Psychology, University of Minnesota; Program for Music, Mind & Society at Vanderbilt, U.S.A.
J. Devlin McAuley, Department of Psychology, Michigan State University, U.S.A.

GRAND AMPHI
14H00 → 16H00

SYMPOSIUM

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

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

PRESENTEATION 1

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

Lauren Pigdon, Murdoch Children’s Research Institute, VIC, Australia; Monash University, Australia
Catherine Willmott, Monash University, Australia
Gina Conti-Ramsden, University of Manchester, UK
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia
Alan Connelly, University of Melbourne, Australia; Florey Institute of Neuroscience and Mental Health, VIC, Australia
Christian Gaser, University of Jena, Germany
Angela Morgan, Murdoch Children’s Research Institute VIC, Australia; University of Melbourne, Australia

PRESENTEATION 2

Predicting different quantiles of language outcome at eleven years

James Law, Newcastle University, U.K.
Robert Rush
Thomas King, Newcastle University, U.K.
Elizabeth Westrupp, LaTrobe University, VIC, Australia
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia

PRESENTEATION 3

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

Laura Conway, Murdoch Children’s Research Institute, VIC, Australia; University of Melbourne, VIC, Australia
Cristina McKeen, Newcastle University, U.K. & Murdoch Children’s Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia
Edith L. Bavin, La Trobe University, VIC, Australia
PRESENTATION 1
A critical analysis of the evidence basis of parent-child interaction therapy (PCIT)
Sam Harding, Bristol Speech & Language Therapy Research Unit, U.K.
Juliet Goldbart, Manchester Metropolitan University, U.K.

PRESENTATION 2
Speech & language therapists’ perceptions of parents’ engagement in parent-child interaction therapy
Inge Klatte, University of Applied Sciences, Utrecht, The Netherlands

PRESENTATION 3
Changes in parents’ conceptions of roles during their children’s speech and language intervention
Karen Davies, University of Manchester, U.K.

PRESENTATION 4
Parental feedback in parent-child interaction therapy
Margo Zwitserlood-Nijenhuis, Pento Center for Audiology, Department of Speech and Language disorders, Zangvogelweg, The Netherlands
Catharina Wiefferink, Dutch Foundation for the deaf and hard of hearing child, The Netherlands

PRESENTATION 1
Latino Mothers’ Language Input during Wordless Book Sharing and Children’s Narrative Skills
Gigliana Melzi, New York University, U.S.A.
Adina Schick, New York University, U.S.A.
Viviana Cawas, New York University, U.S.A.

PRESENTATION 2
The Benefits of Bookreading Experiences in Early Childhood
Catherine S. Tamis-LeMonda, New York University, U.S.A.
Rufan Luo, Temple University, U.S.A.

PRESENTATION 5
Levers for language growth: characteristics and predictors of language trajectories between 4 and 7 years
Cristina McKean, Newcastle University, U.K. & Murdoch Children’s Research Institute, VIC Australia & Menzies Institute, Griffith University, QLD Australia
Fiona K. Mensah, Murdoch Children’s Research Institute, VIC Australia
Patricia Eadie, Edith L. Bavin
Lesley Bretherton, Eileen Cini
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia

SYMPOSIUM
Bookreading interactions at home and at school: Promoting narrative production and comprehension
CONVENER: Ageliki Nicolopoulou, Lehigh University, U.S.A
DISCUSSANT: Catherine Snow, Harvard University, U.S.A

PRESENTATION 1
Latino Mothers’ Language Input during Wordless Book Sharing and Children’s Narrative Skills
Gigliana Melzi, New York University, U.S.A.
Adina Schick, New York University, U.S.A.
Viviana Cawas, New York University, U.S.A.
PRESENTATION 3
Interactive Bookreading: Promoting Inferential Talk and Narrative Comprehension
Ageliki Nicolopoulou, Lehigh University, U.S.A.
Kathryn Leech, Harvard University, U.S.A.

PRESENTATION 4
Book-based interventions support young bilinguals’ narrative and perspective-taking skills
Vibeke Grøver, University of Oslo, Norway
Veslemøy Rydland, University of Oslo, Norway

PRESENTATION 1
Contrast and Convention in Meaning Acquisition
Eve Clark, Stanford University, U.S.A.

PRESENTATION 2
Building a better event: How language highlights force dynamics
Nathan R. George, Adelphi University, U.S.A.
Kathy Hirsh-Pasek, Temple University, U.S.A.
Roberta M. Golinkoff, University of Delaware, U.S.A.

PRESENTATION 3
Comparison can help children align elements of events, and subevents, when learning new verbs
Jane, B. Childers, Trinity University, U.S.A.
Tylper Howard, Trinity University, U.S.A.
Megan Dolan, Trinity University, U.S.A.
Howard Smith, University of Texas at San Antonio, U.S.A.

PRESENTATION 4
The role of contrast in constructing the color lexicon: from the initial mapping to later boundary delineation
Mutsumi Imai, Keio University, Japan
Noburo Saji, Kamakura Women’s University, Japan
Michiko Asano, Rikkyo University, Japan
Masato Ohba, Keio University, Japan
PRESENTATION 1
Morphosyntactic event-related potential development in children: A review
Émilie Courteau, University of Montreal, Canada
Phaedra Royle, University of Montreal, Canada

PRESENTATION 2
The neural correlates of gender and semantic processing in children: Age and proficiency effects
Lauren A. Fromont, University of Montreal, Canada
Karsten Steinhauer, McGill University, Canada
Phaedra Royle, University of Montreal, Canada

PRESENTATION 3
Perceptual salience and the processing of subject-verb agreement in 8-11 year-old English-speaking children: Evidence from ERPs
Sithembinkosi Dube, Macquarie University, Australia
Carmen Kung, Macquarie University, Australia
Jon Brock, Macquarie University, Australia
Katherine Demuth, Macquarie University, Australia

PRESENTATION 4
Children do not use subvocal prosody to process comma: Evidence from concurrent recording of eye movements and event-related potentials
Elaine Schmidt, University of Cambridge, U.K.
Carmen Kung, Macquarie University, Australia
Peter de Lissa, University of Fribourg, Switzerland
Anne Castles, Macquarie University, Australia
Sachiko Kinoshita, Macquarie University, Australia
Blake Johnson, Macquarie University, Australia
Katherine Demuth, Macquarie University, Australia

PRESENTATION 2
The impact of input quality on early sign language development
Gary Morgan, City University, London, U.K.

PRESENTATION 3
Early language experience, verbal memory and later language outcomes in bilingual immigrant children
Elma Blom, Utrecht University, The Netherlands

PRESENTATION 4
Internationally adopted and bilingual children: evidence from neuroimaging
Lara Pierce, Boston Children’s Hospital/Harvard Medical School, U.S.A.

SYMPOSIUM
The importance of early experience for language development: the role of phonological working memory
CONVENER: Fred Genesee, McGill University, Canada

PRESENTATION 1
Internationally-adopted children: a special case of delayed language input
Fred Genesee, McGill University, Canada
1. Development of fine motor skills is associated with eventual diagnosis and language in infants at high risk for autism spectrum disorder - April Boin Choi, Kathryn Leech, Helen Tager-Flusberg, Charles Nelson

2. Comprehension of Pronouns and Non-active Morphology in Cypriot-Greek-Speaking Children with ASD - Christina Yiannapi, Vicky Chondrogianni, waitress


4. The Role of Verb Semantics in Language Production in Children with SLI: An Eye Movements Study - Llorenç Andreu, Spiros Christou, Nadia Ahufinger, Laura Ferinu, M. Jose Buj, Fernanda Pacheco, Mònica Sanz-Torrent


6. Executive function in monolingual and bilingual children with specific language impairment - Maria Tsintavi, Christina Papaevangelou, Maria Vlassopoulou, Theresa White, Vicky Gregoriou, Maria Vlassopoulou, Theresa White, Vicky Gregoriou, Maria Vlassopoulou

7. Finnish preterm children lag behind their full-term peers in narrative content at the age of 5-6 years. Preliminary findings - Sonja Alantie, Anna-Maija Korpijaakko-Huuhka, Anneli Yliherva

8. The prevalence and nature of speech, language and communication needs in long-term unemployed adults - Victoria Joffe, Josephine Wallinger


10. Executive functions and eye fixation in children with Cochlear Implant - Maria Fernanda Lara-Diaz, Silvia Rodriguez, Cindy Rivera

11. The evocative power of words for 9-month-old infants - Sirri Louah, Vincent Reid, Eugenio Parise

12. Background variability supports early noun learning - Katherine Twomey, Lizhi Ma, Gert Westermann

13. Understanding negation in Mandarin-Italian bilingual school-aged children - Shenai Hu, Gaetano Fiorin, Maria Vender, Denis Delitto

14. Input and interaction across cultures - Cameron-Faulkner Thea, Ludovica Serratrice, Elena Lieven

15. Associations between Language and Social Competence - Daniela Buehler, Stephanie Stokes, Thomas Klee, Andrea Dohmen

16. Preschoolers’ bilingualism and their social-emotional wellbeing: the case of Singapore - He Sun

17. Two social worlds of children: Peer-to-peer vs. Mother-child discussions on moral dilemmas - Maria Mammen, Bahar Koymen, Michael Tomasello

18. Socioeconomic status as an important predictor of narrative competence in monolingual and bilingual four-year-olds’ frog stories - Neriman Dobek, Verena Blaschitz, Monika Boniecki, Katharina Korecky-Kröll, Kumru Uzunkaya-Sharma, Wolfgang U. Dressler

19. Processing dialect variability in middle childhood - Zack Jones

20. An overview of the quality of interactions in Belgian pre-kindergarten classrooms - Sandrine Leroy, Lisandre Bergeron-Morin, Lise Desmottes, Caroline Bouchard, Christelle Mailart

21. On the role of prosody in atypical phonological development: data from European Portuguese - Ana Ramalho, Cristiane Lazzarotto Volcao, Maria Freitas


24. Typically Developing vs. Atypically Developing Mandarin-English Bilingual Children’s Acquisition of Syntax: A Case Study of Relative Clauses - Hui-Yu Catherine Huang, Li Sheng


26. Neural dynamics of automatic word processing in LI (HeISLI study) - Miika Leminen, Alina Leminen, Sini Smolander, Eva Arkkila, Marja Laasonen, Teija Kujala

27. Effects of story complexity on mothers’ decontextualized talk to preschoolers during shared-book reading - Amber Muhinyi, Anne Hesketh, Caroline Rowland, Andrew Stewart

28. Preliminary associations between children’s need for information and mothers’ provision of information in task situations from 1 to 3 years of age - Imac Maria Zambrana

29. The relationship between parental input and children’s spontaneous use of adversial clauses containing after, before, because, and if - Laura de Ruiter, Anna Theakston, Silke Brandt, Elena Lieven

30. Why it helps to say it again: the beneficial effects of maternal recasting and expansion - Nan Ratner, Jenna Poland, Rochelle Newman

31. Symbolic Play and Language Acquisition: a Naturalistic Longitudinal Study - Noeline Creaghe, Sara Quinn, Evan Kidd

32. Index-finger pointing at 12 months predicts language skills until the age of 4 years - Carina Lüke, Ute Ritterfeld, Angela Griminger, Katharina Rohlfing, Ulf Liszkowski

33. How many words for ‘vélo’ do you know? Francophone children strongly apply mutual exclusivity - Angélique Laurent, Elena Nicoladis
34. Sex differences in word variety in children’s books - Carla Hudson Kam

ZONE 2

35. Towards investigating verb learnability properties in the input of socio-economically diverse children - Cynthia Pamela Audisio, Alejandra Cristia
36. Developmental trends in the processing of German emotion terms - Daniela Bahn, Michael Veskera, Gudrun Schwarzer, Christina Kauschke
37. Variation in lexical and phonological development by Lebanese-Arabic-speaking children - Ghada Khattab

ZONE 3

40. Social-emotional problems and competencies in toddlers: Relations to early vocabulary development - Leila Paavola-Ruotsalainen, Katarina Rantalainen, Sari Kunnari
41. Linking production to perception: evidence from Swedish toddlers matched for vocabulary size - Lena Renner, Ulla Sundberg, Marilyn Vihman, Tamar Keren-Portnoy
42. Socio-Emotional Predictors of Early Productive Vocabulary - Poliana Goncalves Barbosa, Elena Nicoladis
43. The usefulness of morphological frames for word categorization in Spanish child-directed speech: Evidence from early production - Sara Feijóo, Anna Amadó, Francesc Sidera, Elisabet Serrat
44. Self-Repair Timing of Lexical Problems in Children with Primary Language Impairment - Wendy Lara, Cecilia Rojas
45. Assessing early vocabulary in Southern Min - Yichun Kuo, Yi-Shi Hsu
46. Multiple patterns: 3 to 5-year-olds’ ability to decline novel nouns in Estonian - Virve Vihman, Felix Engelmann, Elena Lieven, Anna Theakston

ZONE 4

47. Speech and feeding development: A longitudinal study on Quebecois French-speaking children between 8 and 14 months - Leslie Lemarchand, Mélanie Canault, Sophie Kern, Andrea MacLeod
48. Comparison of vowel acoustics in children from the Northern and Midland regions of the United States - Alyssa Nelson, Cynthia Clopper
49. Moved to Thursday 20th number 103
50. Consonant and vowel processing in 5-, 8-, and 11-month-olds own name recognition: The role of acoustic/phonetic and lexical factors - Katie Von Holzen, Delphine Rider, Nazi Thierry
51. Prosodic boundary perception in French: infant data and analysis of acoustic cues - Sandrien van Ommen, Natalie Boll-Avetisyan, Saioa Larraza, Caroline Wellmann, Bijeljac-Babic Ranka, Höhle Barbara, Nazi Thierry
52. The referential chain construction of French-speaking children - Adeline Marceau
53. The relation between linguistic skills and problem behavior in preschoolers - Brigitta Keij, Loes Janssen, Jolien van der Graaff, Hannah De Mulder, Josje Verhagen, Hayo Terband
54. Communicative and non-communicative utterances in infants: study of some formal properties - Laura Vivas Fernández
55. Children’s scalar implicatures: comparing comprehension and production - Lyn Tieu
56. Relevance Inferencing in 3-year-olds: Real World Knowledge Matters - Nefeli Anagnostopoulou, Kirsten Abbot-Smith, Cornelia Schulze, Danielle Matthews
57. Identifying pragmatic triggers for multi-word expressions in children with complex developmental delays - Susan Foster-Cohen, Anne van Bysterveldt
58. Comprehension of relative clauses by Brazilian Portuguese-speaking children - Ana Cristina Baptista de Abreu, Christina Gomes
59. Acquisition of pronoun anaphoric expressions in a pro-drop language - Ana Matic, Melita Kovacevic, Marijan Palmovic
60. Comparing subject realization in French-speaking and Spanish-speaking young children at the grammatical and pragmatic interface - Anne Salazar Orvig, Haydée Marcos, Salma Nasahwati
61. Acquisition of Imperative Mood in Pronoun-Reversing Children - Elena Gavruseva
62. The role of the child-directed speech in the acquisition of reflexive constructions in the Croatian language - Eva Pavlinušić, Gordana Hrzica
63. The case of the passive: comprehension in Romani-speaking children - Hristo Kyuchukov, Jill de Villiers
64. Digging up the building blocks of language: Age-of-Acquisition effects for multiword phrases - Inbal Arnon, Stewart McCauley, Morten Christiansen
65. The acquisition of dislocation structures: dialogue and interaction - Janina Klein
66. Preferred Argument Structure in Cree child and child-directed speech - Julie Brittain, Shanley Allen, Sara Acton
67. Cues to questionhood: Subject-verb inversion in child-directed speech - Maartje de Vries, Imme Lammertink, Marisa Casillas
68. Determiner’s emergence in early French at the crossroads of phonology and pragmatics - Marine Le Mené, Naomi Yamaguchi
69. The Effect of Givenness on Object Order in Croatian Monolingual Children - Marta Velnic

70. Acquisition of Locative Utterances in L1 Norwegian: Structure-building via Lexical Learning - Natalia Mitrofanova, Marit Westergaard

71. Late L1 Learners Acquire Simple but Not Syntactically Complex Structures - Rachel Mayberry, Qi Cheng, Deniz Ilkbasar, Matt Hall, Marla Hatrak

72. Why do L1 and L2 children fail to successfully comprehend OVS sentences? - Valentina Cristante, Anja Binanzer, Andreas Bittner

73. A house for each fairy: A new drawing task examining distributive and collective meanings - Einat Shetreet, Rama Novogrodsky

74. Factors associated with the early language development of New Zealand children - Thomas Klee, Stephanie Stokes, Elaine Reese, Rune Jørgensen, Dorthe Bleses, William Gavin, Nuttanan Witchitaksorn

75. Supporting Low-Income Preschoolers’ Academic Language Skills through Co-Constructive Elaborative Storytelling - Adina Schick, Gigliana Melzi, Wuest Cassie, Lauren Scarola

76. A Randomized Controlled Trial of an At-Scale Language and Literacy Intervention in Childcares in Denmark - Anders Højen, Dorthe Bleses

77. A longitudinal study of the predictors of reading in Chilean children from low and high socioeconomic backgrounds - Jaime Balladares, Chloe Marshall, Yvonne Griffths

78. Planning improves the quality and quantity of child and teacher language in the preschool classroom - Katherine Strasser, Susana Mendive, Gabriela Barra, Michelle Darricades

79. An individual differences study on the semantic network, lexical access and reading comprehension in L1 and L2 children - Tessa Spätgens, Rob Schoonen

80. Dissociation between Structural Case and Lexical Case: Evidence from Child Turkish - Mine Nakipoglu, Begüm Avar, Melike Hendek

81. Nonword repetition by bilingual learners of German: The role of phonological complexity - Angela Grimm, Julia Huebner, Valentina Cristante

82. Language and Literacy Trajectories of Spanish-English Bilingual Children Growing Up in the United States - Carol Scheffner Hammer, Jessica Willard, Dana Bitetti

83. Comprehension of English Subject-Verb Agreement by Spanish-English Bilingual Preschoolers - Isabelle Barriere, Katsiaryna Aharodnik, Sarah Kresh, Géraldine Legendre, Thierry Nazi

84. On the relation between plural marking and gender assignment in L2 German - Jana Gamper, Verena Wecker

85. Vocabulary comprehension and production in bilingual Swedish-German preschool children - Josef Lindgren, Ute Bohnacker

86. Fast mapping of verbs in mono- and multilingual children with and without SLI - Katrin Skoruppa

87. Learning the sounds of a third language is easier for bilingual infants - Leher Singh

88. Internal state lexicon in 30-month-old bilingual spontaneous speech - Marta Shirotoko, Erika Hoff, Krystal Ribot


90. First (L1) and second language (L2) performance in typically developing and language impaired children (HelSLI study) - Sini Smolander, Marja Laasonen, Eva Arkkila, Pekka Lahti-Nuuttila, Sari Kunnari

91. Narrative skills in Mandarin-English bilingual children - Ying Hao, Lisa Bedore, Li Sheng, Elizabeth Pena

92. Learning proceeds without exposure — Successive reorganization of infant memories during a post-learning nap - Manuela Friedrich

93. Gesturing literal and metaphorical motion events in children and adults - Aysenur Hülagü, Duygu Özge

94. Perception of fricative contrasts by children with and without phonological disorder - Larissa Berti, Elissa Cremasco, Lívia Roque

95. How semantic organization of information in Long Term Memory (LTM) influences Working Memory (WM) recall in children from 6 to 12 years - Carmen Belacchi, Beatrice Benelli, paola palladino

96. Children’s Understanding of Gradable Adjectives: Are Emotions Relative or Absolute? - Peter de Villiers

## Overview

**PLENARY TALK:** Language disorders: What do they tell us about child language development?  
Gina Conti-Ramsden

<table>
<thead>
<tr>
<th>Time</th>
<th>GRAND AMPHI</th>
<th>AMPHI L. AUBRAC</th>
<th>AMPHI J.-B. SAY</th>
<th>AMPHI JABOULAY</th>
<th>ROOM D201</th>
<th>ROOM D101</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>Daniela Gatt</td>
<td>Annette Schepers</td>
<td>Anat Stavans</td>
<td>Claire Delle Luche</td>
<td>Catherine Davies</td>
<td>Leher Singh</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daniel Swingley</td>
</tr>
<tr>
<td>14:00</td>
<td>Attending with my eyes, ears, and mouth: Language learning in monolingual and bilingual infants</td>
<td>Helsinki longitudinal SLI study (HelSLI) – focus on vocabulary at multiple levels of analysis</td>
<td>Development and diversity of narrative-stance in typically developing and non-typically developing children’s narratives</td>
<td>Learning from Picturebooks: New Twists on a Familiar Tale</td>
<td>Environmental effects in child language acquisition</td>
<td>The linguistic expression of causal relations in picture-based narratives: a focus on motion, emotion, and intention</td>
</tr>
<tr>
<td></td>
<td>Adrian Garcia-Sierra</td>
<td>Marja Laasonen</td>
<td>Ayhan Aksu-Koç</td>
<td>Elaine Reese</td>
<td>Anders Hejen</td>
<td>S. Armon-Loten, J. Kupersmitt</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lila San Roque</td>
</tr>
</tbody>
</table>

**Poster session 3/3**

**GRAND AMPHI**

**PALAIS DE LA BOURSE**

**Gala Dinner**
SYMPOSIA

THURSDAY, JULY 20TH

9H00 → 10H00

GRAND AMPHI

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

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

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

10H00 → 10H30

COFFEE BREAK

10H30 → 12H30

GRAND AMPHI

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

CONVENER: Daniela Gatt, University of Malta, Malta

PRESENTATION 1
Measuring lexical skills in bilingual toddlers: Linguistic input, total conceptual vocabulary and translation equivalent

Maria Cristina Caselli, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy
Daniela Onofrio, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy
Pasquale Rinaldi, Istituto di Scienze e Tecnologie della Cognizione – CNR, Italy

PRESENTATION 2
Can language delay and low amount of exposure to a language in early bilingualism be disentangled? The case of early Basque-Spanish bilinguals

Maria-José Ezeizabarrena, University of the Basque Country (UPV/EHU), Spain
Inaki Garcia, University of the Basque Country (UPV/EHU), Spain
Margareta Almgren, University of the Basque Country (UPV/EHU), Spain
Andoni Barrena, University of Salamanca, Spain

PRESENTATION 3
Identifying delayed bilingual development in Maltese children: what do we know and what do we need to know?

Daniela Gatt, University of Malta, Malta

PRESENTATION 4
Does CDI performance predict later vocabulary skills in Polish-English bilingual children?

Joanna Kolak, Manchester University, University of Warsaw, Poland
Ewa Haman, University of Warsaw, Poland
Zofia Wodniecka, Jagiellonian University, Poland
Aneta Miękisz, University of Warsaw, Poland

10H30 → 12H30

AMPHI LAPRADE

SYMPOSIUM
Learning in SLI: from a neurocognitive and linguistic perspective

CONVENER: Annette Scheper, Royal Dutch Kentalis Academy; Behavioural Science Institute BSI, Radboud University, The Netherlands
PRESENTATION 1
Genomics of speech and language disorders: the next generation
Lot Snijders Blok, Department of Human Genetics, Radboud University Medical Center; Language & Genetics Department, Max Planck Institute for Psycholinguistics; Donders Institute for Brain, Cognition & Behaviour, Radboud University, Nijmegen, The Netherlands

PRESENTATION 2
Implicit learning in Specific Language Impairment
Constance Vissers, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands
Fenny Zwart, Donders Institute for Brain, Cognition and Behaviour, Centre for Cognition, Radboud University Nijmegen, The Netherlands

PRESENTATION 3
Executive Function training in Specific Language Impairment
Juliane Cuperus, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands
Brigitte Vugs, Behavioural Science Institute, Nijmegen; Maxima Medical Centre, Veldhoven, The Netherlands
Marc Hendriks, Radboud University Nijmegen; Academic Centre of Epileptology Kempenhaeghe, The Netherlands
Ludo Verhoeven, Behavioural Science Institute, Radboud University, Nijmegen; Royal Dutch Kentalis Academy, The Netherlands

PRESENTATION 4
Efficacy of intervention in SLI: interaction between narrative and executive functioning
Wendy Boelhouwer, Royal Dutch Kentalis; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands
Annette Scheper, Royal Dutch Kentalis Academy; Behavioural Science Institute, Radboud University, Nijmegen, The Netherlands
Ludo Verhoeven, Behavioural Science Institute, Radboud University, Nijmegen Royal Dutch Kentalis Academy, The Netherlands

SYMPOSIUM
The long and winding road to text quality: Cross-linguistic aspects of the developmental trajectory of text writing
CONVENER: Anat Stavans, Beit Berl College, Israel

PRESENTATION 1
The relative contribution of oral and written abilities to the writing quality of Spanish speakers in the first years of primary school
Liliana Tolchinsky, University of Barcelona, Spain

PRESENTATION 2
The relative contribution of cognitive, linguistic and reading abilities to the writing quality of expository text structure in young Hebrew speaking school children
Anat Stavans, Beit Berl College, Israel
Batia Seroussi, Levinsky College, Israel
Sara Zadunaisky-Ehrlich, Beit Berl College, Israel

PRESENTATION 3
What do young children do when they are asked to plan to write a text?
Anna Llaurado, University College London, U.K.
Julie Dockrell, University College London, U.K.

PRESENTATION 5
Linguistic features of early written products in a consistent and an inconsistent orthography
Naymé Salas, Bangor University and Universitat Autònoma de Barcelona
Caravolas Markéta, Universitat Autònoma de Barcelona
**PRESENTATION 1**

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

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

**PRESENTATION 2**

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

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

**PRESENTATION 3**

Translation facilitation effects in very young bilinguals

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

**PRESENTATION 4**

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

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

**PRESENTATION 2**

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

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

**PRESENTATION 3**

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

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

**PRESENTATION 4**

Internalizing common ground in children with autism spectrum disorder

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

**PRESENTATION 5**

Reference production in monolingual and bilingual children

Catherine Davies, University of Leeds, U.K.
Helene Kreysa, Friedrich-Schiller-Universität, Jena, Germany
PRESENTATION 1
Emergence of Korean infants’ ability to discriminate the three-way stop contrasts: Contributions of initial biases and nature of input
Youngon Choi, Chung-Ang University, Seoul, Korea
Minji Nam, Chung-Ang University, Seoul, Korea
Minha Shin, Chung-Ang University, Seoul, Korea
Naoto Yamane, RIKEN Brain Science Institute, Tokyo, Japan
Reiko Mazuka, RIKEN Brain Science Institute, Tokyo, Japan

PRESENTATION 2
Language-specific speech perception effects modeled over massive datasets: a new test of the feasibility of distributional learning
Thomas Schatz, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University, France
Emmanuel Dupoux, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 3
Quantifying structured variance in the signal across three large speech corpora
Christina Bergmann, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University, France
Alejandrina Cristia, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 4
The role of the lexicon in infants’ phonetic category learning: a new crosslinguistic comparison
Daniel Swingley, University of Pennsylvania, U.S.A.

SYMPOSIUM
Toward data-driven alternatives to the consensus model of infant phonetic learning
CONVENER: Daniel Swingley, University of Pennsylvania, U.S.A.

SYMPOSIUM
Attending with my eyes, ears, and mouth: A multi-modal approach on language learning in monolingual and bilingual infants
CONVENER: Adrian Garcia-Sierra, University of Connecticut, U.S.A.

PRESENTATION 1
Sensorimotor influences to perception of native and non-native speech in infancy
Choi Dawoon, University of British Columbia, Canada
Alison Bruderer, University of British Columbia, Canada
Janet Werker, University of British Columbia, Canada

PRESENTATION 2
Read from my lips, learn from my eyes: Impact of early bilingualism on infants’ ability to learn from talking faces
Matílthe Fort, Universitat Pompeu Fabra, Spain
Alba Ayneto-Gimeno, Universitat Pompeu Fabra, Spain
Anira Escrichs, Universitat Pompeu Fabra, Spain
Núria Sebastián-Gallés, Universitat Pompeu Fabra, Spain

PRESENTATION 3
Hear my voice learn from attending: non-native speech perception bilingual infants
Adrian Garcia-Sierra, University of Connecticut, U.S.A.
Nairan Ramirez-Esparza, University of Connecticut, U.S.A.
Patricia K. Kuhl, University of Washington, U.S.A.
PRESENTATION 4

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

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

PRESENTATION 1

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

Sini Smolander, Helsinki University Hospital, University of Oulu, Finland
Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland
Eva Arkkila, Helsinki University Hospital, Finland
Pekka Lahti-Nuuttila, Helsinki University Hospital, University of Helsinki, Finland
Sari Kunnari, University of Oulu, Finland

PRESENTATION 2

Nonword repetition skills in monolingual and bilingual children with and without language impairment (HelSLI study)

Sari Kunnari, University of Oulu, Finland
Sini Smolander, Helsinki University Hospital, University of Oulu, Finland
Pekka Lahti-Nuuttila, Helsinki University Hospital, University of Helsinki, Finland
Eva Arkkila, Helsinki University Hospital, Finland

PRESENTATION 3

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

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

SYMPOSIUM

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

CONVENER: Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland
DISCUSSANT: James Law, Newcastle University, UK

PRESENTATION 4

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

Miika Leminen, Helsinki University Hospital, University of Helsinki, Finland
Alina Leminen, University of Helsinki, Finland
Sini Smolander, Helsinki University Hospital, University of Oulu, Finland
Eva Arkkila, Helsinki University Hospital, Finland
Teija Kujala, University of Helsinki, Finland
Marja Laasonen, Helsinki University Hospital, University of Turku, University of Helsinki, Finland

SYMPOSIUM

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

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

PRESENTATION 1

Narrative stance and subjectivity in early storytelling

Martha Shiro, Universidad Central of Venezuela, Venezuela
Ageliki Nicolopoulou, Lehigh University, U.S.A
Hande Ilgaz, Bilkent University, Ankara, Turkey

PRESENTATION 2

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

Ayhan Aksu-Koç, Bogaziçi University, Istanbul, Turkey
Ageliki Nicolopoulou, Lehigh University, U.S.A
Eleni Peristeri, Aristotle University of Thessaloniki, Greece

PRESENTATION 3

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

Ianthi Tsimpli, University of Cambridge, U.K.
Maria Andreou, University of Cologne, Germany
Eleni Peristeri, Aristotle University of Thessaloniki, Greece
PRESENTATION 1
Process quality in Danish daycares serving children zero to five and associations with language and pre-literacy outcomes
Dorthe Bleses, Aarhus University, Danemark
Anders Højen, Aarhus University, Danemark
Laura M. Justice, The Ohio State University, U.S.A.
Pauline L. Slot, Utrecht University, The Netherlands
Peter Jensen, Aarhus University, Danemark

PRESENTATION 2
Mixing ages in child-care settings: Does it influence children’s vocabulary growth?
Laura M. Justice, The Ohio State University, U.S.A.
Jessica Logan, The Ohio State University, U.S.A.
Kelly Purtell, The Ohio State University, U.S.A.
Dorthe Bleses, Aarhus University, Danemark
Anders Højen, Aarhus University, Danemark

PRESENTATION 3
Language profile as a predictor of response to an early language and literacy intervention
Philip S. Dale, University of New Mexico, U.S.A.
Jessica Logan, The Ohio State University, U.S.A.
Dorthe Bleses, Aarhus University, Danemark
Anders Højen, Aarhus University, Danemark

PRESENTATION 4
The impact of the home literacy environment in native- vs. second-language acquisition
Anders Højen, Aarhus University, Danemark
Dorthe Bleses, Aarhus University, Danemark
Philip S. Dale, University of New Mexico, U.S.A.
SYMPOSIUM
The linguistic expression of causal relations in picture-based narratives: a focus on motion, emotion, and intention
CONVENER: Sharon Armon-Lotem, Bar Ilan University, Ramat Gan, Israel
Judy Kupersmitt, Hadassah Academic College, Jerusalem, Israel

PRESENTATION 1
Building up cohesive ties: a developmental study of motion and causation in picture-based narratives
Judy Kupersmitt, Hadassah Academic College, Jerusalem, Israel

PRESENTATION 2
The linguistic expression of causal relations in picture-based narratives: A comparative study of bilingual and monolingual children with TLD and SLI
Judy Kupersmitt, Hadassah Academic College, Jerusalem, Israel
Sharon Armon-Lotem, Bar Ilan University, Ramat Gan, Israel

PRESENTATION 3
Story grammar elements and causal relations in the narratives of bilingual children with typically developing language and with SLI
Sveta Fichman, Bar Ilan University, Ramat Gan, Israel
Carmit Altman, Bar Ilan University, Ramat Gan, Israel
Sharon Armon-Lotem, Bar Ilan University, Ramat Gan, Israel
Joel Walters, Bar Ilan University, Ramat Gan, Israel

PRESENTATION 4
Narrative-embedded motion events: a developmental cross-linguistic study of German and Hebrew
Judy Kupersmitt, Hadassah Academic College, Jerusalem, Israel
Anne-Katharina Harr, Ludwig-Maximilians-Universität, Munich, Germany
Helen Engemann, University of Mannheim, Germany
Ulla Licandro, Leibniz University Hanover, Germany

SYMPOSIUM
Perceptual language in child-caregiver interaction: Comparative perspectives and case studies from Australia and Papua New Guinea
CONVENER: Lila San Roque, Radboud University & Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 1
Developing comparative perspectives on perception verbs in child-caregiver interaction
Lila San Roque, Radboud University & Max Planck Institute for Psycholinguistics, The Netherlands

PRESENTATION 2
Elevated salience of ‘touch’ references in child-caregiver interaction
Hannah Sarvasy, Australian National University, Australia

PRESENTATION 3
Learning to talk about perception in Pitjantjatjara
Rebecca Defina, University of Melbourne, Australia

PRESENTATION 4
Perception, mental-state attribution and the acquisition of finite complement constructions
Alan Rumsey, Australian National University, Australia

PRESENTATION 5
Visual and auditory experiences in child-caregiver interaction: Insights from perception verbs in Bosavi (Kaluli)
Bambi B. Schieffelin, New York University, U.S.A.
Lila San Roque, Radboud University & Max Planck Institute for Psycholinguistics, The Netherlands
1. Comprehension of wh - questions in German speaking children and adolescents with Down syndrome - Eva Wimmer
2. Language and analogical reasoning in children with Specific Language Impairment: The effect of articulatory suppression - Magali Krzemien, Jean-Pierre Thibaut, Christelle Maillart
3. Investigating silent letter production and morphological awareness skills in children with SLI: a window into derivational morphology - Marie-Pier Godin, Andrèanne Gagné, Nathalie Chapleau
4. Phonological awareness in typically developing and low risk preterm children. - Miguel Pérez-Pereira, Mariela Resches
5. Prosodic aspects of word and nonword repetition in Swedish children with language impairment - Simon Sundström, Björn Lyxell, Christina Samuelsson
6. Application of ICF-CY in the screening of Iranian children with primary language impairment (PLI) - Yalda Kazemi, Tahmineh Maleki
8. Exploring Statistical Learning of Meaning-Based Regularities in Children - Carla Pastorino Campos, John Williams
9. Reading skills and pitch perception in Dutch high-school students - Chiara De Jong, Marie Postma, Maria Mos
10. Improving Working Memory in Children with Language Difficulties - Emma Christopher, Lucy Henry, Shula Chiat, David Messer
11. Linguistic-communicative skills and emotion understanding: insights from deafness - Francesc Sidera, Anna Amadó, Sara Feijóo, Gary Morgan, Elisabet Serrat
12. Short-term memory and language development: Cause or effect? - Gary Jones, Bill Macken
15. Relationship between Metalinguistic Awareness, Nonverbal Problem-Solving, and Language Skills of 3- to 7-year-old Children - Lizbeth Finestack, Katherine Bangert
16. Syntactic Bootstrapping: 28-month olds can assign verb meaning using both transitive and intransitive frames at the same visit - Manya Jyotishi, Letitia Naigles
17. Nonword repetition and sentence imitation as diagnostic tools for bilingual and francophone children with primary language impairment - Sara Dubreuil-Piché, Jenna Lachance, Chantal Mayer-Crittenden
18. Predictive use of gender-marked articles in Spanish-English bilingual children - Alisa Baron, Zenzi Griffin, Barbara Hidalgo-Sotelo
19. Beyond elaboration: A look at elicitation styles during talk about the past among Latino mother-child dyads - Ana M. Carmiol, Alison Sparks, L. Conejo
20. Mental state vocabulary in family interactions: SES variations in input and young children’s production - Celia Renata Rosenberg, Mariela Resches, Alejandra Stein, Maia Migdalek, Florencia Alam
21. Child-initiated and decontextualized topics promote connected parent-child conversation - Kathryn Leech, Samuel Ronfard, Meredith Rowe
22. SES and sibling effects on pronoun and reflexive interpretation in Mandarin-speaking children - Li Sheng, Ying Hao, Peng Zhou, Lisa Bedore
23. Early Language Development in Victims of the Armed Colombian Conflict - Maria Lara-Díaz, Silvia Rodriguez, Judy Beltran
24. Children reduce their communicative intentions appropriately - Stephanie Wermelinger, Vanessa Ferreira, Anja Gampe
25. Young children’s understanding of prosodic cues about speaker confidence: Comparison between Japanese-speaking and French-speaking children - Tomoko Matsui, Mutsumi Imai, Hugo Mercier, Stéphane Bernard, Thomas Castelain
26. Cooperative communication and language development in toddlers with autisms spectrum disorder - Christina Papaeliou, Asimenia Papouildi, kokonitsa Sakerlaki
27. The France-Canada Speech Sound Disorders Project - Genevieve Meloni, Anne Vilain, Hélène Loevenbruck, Andrea MacLeod
29. Verb Structures in Early Implanted Deaf Children - Laurence Vincent-Durroux, Adrienne Vieu
30. Subject-verb agreement in German-speaking children and adolescents with Down syndrome - Martina Penke, Eva Wimmer, Bernadette Witecy
31. Phonological profiles in neurodevelopmental disorders: a comparison of Williams, Down and Fragile X syndromes - Verónica Martínez, Eliseo Diez-Itza, Jasmina IvSac Pavilsa, Nikola znikern
33. Semantic reorganization in the lexicon: Acquiring spatial prepositions in English - Bhuvana Narasimhan, Jayne Williamson-Lee, Norielle Adricura
ZONE 2

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

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

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

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


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

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

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

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

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

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

ZONE 3

45. Disembodied speech: developing speech perception with(out) senssorimotor information - Irene Lorenzini, Anna Chilosi, Pier Bertinetto

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

47. Early phonetic production patterns and novel word learning - Marinella Majorano, Manuela Lavelli


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

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

51. Children’s Acquisition of Cleft Sentences in Japanese - Akira Nakazato, Kyoko Yamakoshi

ZONE 4

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

53. Children’s acquisition of the asymmetry between why and other wh-words in Japanese - Kanako Ikeda, Kyoko Yamakos

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

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

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

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

58. Children’s evaluation of reasonableness of others in argumentation - Andreas Domburg, Bahar Koyrmen, Michael Tomasello

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

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

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

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

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

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

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

66. Mothers’ use of spatial language and spatial gestures - Ilkim Sarıçimen, Yagmur Deniz Kisa, Aslı Aktan Erciyes, Tilbe Göksun

ZONE 5

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

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

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

M. Schmid

**GRAND AMPHI**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9h00</td>
<td>GRAND AMPHI</td>
<td>Liaison acquisition: new data, models, debates Céline Dugua, Aurélie Nardy</td>
</tr>
<tr>
<td>10h00</td>
<td>AMPHI LAPRADE</td>
<td>Typical and atypical pragmatic development in early childhood: Insights from parent report Diane Pesco</td>
</tr>
<tr>
<td>10h30</td>
<td>AMPHI L. AUBRAC</td>
<td>The language of schooling: evidences for new relations with literacy and language development Alejandra Meneses</td>
</tr>
<tr>
<td>11h00</td>
<td>AMPHI J-B. SAY</td>
<td>Lexical properties that bootstrap infant word learning Mitsuhiro Ota</td>
</tr>
<tr>
<td>11h30</td>
<td>GRAND AMPHI</td>
<td>Grammatical Generalizations: How Input Structure influences Language Learning Amanda Owen Van Horne</td>
</tr>
<tr>
<td>13h00</td>
<td>ROOM D201</td>
<td>Expressive Language in Dual Language Learners Margaret Friend</td>
</tr>
<tr>
<td>13h30</td>
<td>ROOM D101</td>
<td>SES differences in early linguistic experiences and outcomes Florencia Alam</td>
</tr>
</tbody>
</table>

**Lunch break**

**14h00**

<table>
<thead>
<tr>
<th>Location</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAND AMPHI</td>
<td>Common ground in communication: Integrating evolutionary, developmental and clinical perspectives Manuel Bohn</td>
</tr>
<tr>
<td>GRAND AMPHI</td>
<td>One size does not fit all: Bilingual development across linguistic domains and socio-cultural contexts Erika Hoff</td>
</tr>
<tr>
<td>GRAND AMPHI</td>
<td>Improving vocabulary and word learning for adolescents with language difficulties in schools: exploring content, process and service provision. Victoria Joffe</td>
</tr>
<tr>
<td>GRAND AMPHI</td>
<td>Contributions of parent-child interactions to child language outcomes in diverse samples Penny Levickis</td>
</tr>
<tr>
<td></td>
<td>Early language acquisition: Beyond WEIRD Alejandrina Cristia</td>
</tr>
</tbody>
</table>

**17h00**

**GRAND AMPHI**

Closing ceremony / farewell

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

I will review the limited evidence on this age period and discuss it in the light of findings on heritage language development on the one hand and language attrition on the other. I argue that a more comprehensive approach to L1 development in bilinguals, encompassing a perspective of the full AoA range from birth to adulthood, can provide important insight into the nature of the bilingual language capacity.
PRESENTATION 4
Parental neglect and language development: A look at the pragmatic development of neglected three-year-olds
Mélissa Di Sante, Université Laval; Centre interdisciplinaire de recherche en réadaptation et intégration sociale, Canada
Audette Sylvestre, Université Laval, Centre interdisciplinaire de recherche en réadaptation et intégration sociale, Canada
Caroline Bouchard, Université Laval, Équipe de recherche « Qualité des contextes éducatifs de la petite enfance », Canada

PRESENTATION 5
Liaison and input: corpus studies of child-parent interactions
Loïc Liégeois, LLF & CLILLAC-ARP, Paris Diderot, France
Anne Siccardi, Lidilem, Grenoble Alpes, France
Christophe Parisse, Modyco et Inserm CNRS, Université Paris Ouest Nanterre, France

SYMPOSIUM
The language of schooling: evidences for new relations with literacy and language development
CONVENER: Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile
DISCUSSANT: Vibeke Grøver, University of Oslo, Norway

PRESENTATION 1
Children’s decontextualized talk predicts academic language skills in mid-adolescence
Paola Uccelli, Harvard University, U.S.A.
Özlem Ece Demir-Lira, University of Chicago, U.S.A.
Meredith Rowe, Harvard Graduate School of Education, U.S.A.
Susan Levine, University of Chicago, U.S.A.
Susan Goldin-Meadow, University of Chicago, U.S.A.

PRESENTATION 2
Spanish academic language, reading comprehension and science learning in 4th Chilean graders
Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile
Maximiliano Montenegro, Pontificia Universidad Católica de Chile, Chile
Marcela Ruiz, Universidad Alberto Hurtado, Chile
**PRESENTATION 4**

Explanation and argumentation genres at school: writing quality and academic language in 8th Chilean graders  
**Javiera Figueroa,** Pontificia Universidad Católica de Chile, Chile  
**Alejandra Meneses,** Pontificia Universidad Católica de Chile, Chile

**PRESENTATION 1**

Variable input and language production enhance learning and generalization of novel grammar  
**Emma Hayiou-Thomas,** University of York, U.K.  
**Jelena Mirković,** York St. John University, U.K

**PRESENTATION 2**

Learning syntactic categories (Gender classes): A language learning study with 7-year-olds  
**Elizabeth Wonnacott,** University College London, U.K.  
**Helen Brown,** University of Warwick, U.K.  
**Lydia Gunning,** University of Warwick, U.K.

**PRESENTATION 3**

Types and tokens: The role of Complementary Learning Systems in learning new morphology  
**Jelena Mirković,** York St. John University, U.K.  
**Gareth Gaskell,** University of York, U.K.

**PRESENTATION 4**

Complexity in language intervention: Training with atypical lexical items promotes generalization to new verbs  
**Amanda J. Owen Van Horne,** University of Iowa, U.S.A.  
**Maura Curran,** University of Iowa, U.S.A.

**SYMPOSIUM**

Lexical properties that bootstrap infant word learning  
**CONVENER:** Mitsuhiro Ota, University of Edinburgh, U.K.

**PRESENTATION 1**

Sound symbolism bootstraps language development: Studies on infant word learning and on parental input  
**Sotaro Kita,** University of Warwick, U.K.  
**Stephanie Archer,** University of Warwick, U.K.  
**Noburo Saji,** Kamakura Women’s University, Japan  
**Mutsumi Imai,** Keio University, Japan

**PRESENTATION 2**

Producibility and accuracy in early acquisition: The case for onomatopoeia  
**Catherine Laing,** Duke University, U.S.A.

**PRESENTATION 3**

Testing bootstrapping effects of infant-directed vocabulary: A longitudinal analysis  
**Mitsuhiro Ota,** University of Edinburgh, U.K.  
**Barbora Skarabela,** University of Edinburgh, U.K.

**DISCUSSION**

Linking learning and teaching biases in word learning and beyond  
**Vera Kempe,** Abertay University, U.K.

**SYMPOSIUM**

Grammatical Generalizations: How Input Structure Influences Language Learning  
**CONVENER:** Margaret Friend, San Diego State University, U.S.A.  
**DISCUSSANT:** Elizabeth Peña, University of Texas at Austin, U.S.A.

**PRESENTATION 1**

Code-Switching in Young Bilingual Toddlers and Their Parents  
**Stephanie DeAnda,** San Diego State University & UC San Diego, U.S.A.  
**Bianka Enriquez,** San Diego State University, U.S.A.  
**Rosalie Dauth,** Concordia University, U.S.A.  
**Camille Labreche,** Concordia University, U.S.A.  
**Diane Poulin-Dubois,** Concordia University, U.S.A.  
**Pascal Zesiger,** University of Geneva, Switzerland  
**Margaret Friend,** San Diego State University, U.S.A.
PRESENTATION 2
Code-Switching and Proficiency in Spanish-English Bilingual Children

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

PRESENTATION 3
Identifying the impact of word characteristics on L1/L2 vocabulary acquisition

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

PRESENTATION 3
The social gradient in early language development: An RCT to test the role of parent contingent talk

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

PRESENTATION 4
A parent-gesture intervention to reduce early SES gaps in child vocabulary

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

SYMPOSIUM
SES differences in early linguistic experiences and outcomes

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

PRESENTATION 1
Early language experience mediates SES-differences in language-processing skill and vocabulary in Spanish-learning children

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

PRESENTATION 2
SES variations in language input and comprehension outcomes among Argentine toddlers

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

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

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

PRESENTATION 1
Common ground in non-linguistic communication: Evidence from twelve-month-old infants and great apes

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

PRESENTATION 2
Three- and four-year-olds rapidly integrate a communicative partner’s perspective

Valerie San Juan, University of Calgary, Canada
Sirine Morra, University of Calgary, Canada
Katherine Gibbard, University of Calgary, Canada
CONVENER: Victoria L. Joffe, School of Health Sciences, City University, London, U.K.
DISCUSSANT: David Messer, School of Health Sciences, City University of London and Open University, U.K.

PRESENTATION 1
Building a Literate Lexicon in Adolescents: Selecting Words for Language Intervention
Marilyn A. Nippold, University of Oregon, U.S.A.

PRESENTATION 2
Enhancing vocabulary and independent word learning skills in adolescents with language disorder
Victoria L. Joffe, School of Health Sciences, City University, London, U.K.

PRESENTATION 3
The effectiveness of a vocabulary enrichment programme in improving the vocabulary skills of adolescents attending mainstream secondary school in areas of socioeconomic disadvantage
Emily James, Speech & Language Therapy Department, Health Service Executive Dublin; National Behaviour Support Service, Navan Education Centre, Meath, Ireland

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

PRESENTATION 4
Whole-class curriculum vocabulary support for adolescents with language difficulties
Hilary Lowe, School of Health Sciences, City University, London, U.K.
Victoria L. Joffe, School of Health Sciences, City University, London, U.K.
Lucy Henry, School of Health Sciences, City University, London, U.K.

SYMPOSIUM
Improving vocabulary and word learning for adolescents with language difficulties in schools: exploring content, process and service provision
CONVENER: Victoria L. Joffe, School of Health Sciences, City University, London, U.K.
DISCUSSANT: David Messer, School of Health Sciences, City University of London and Open University, U.K.

PRESENTATION 1
Quantity and composition of child-directed speech among Tsimane forager-horticulturalists of Bolivia
Alejandrina Cristia, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University
Jonathan Stieglitz, Institute for Advanced study in Toulouse, France
Emmanuel Dupoux, LSCP, Département d’études cognitives, ENS, EHESS, CNRS, PSL Research University, France

PRESENTATION 2
Early language experience and development in a Tzeltal Mayan and PNG village
Marisa Casillas, Max Planck Institute for Psycholinguistics, Radboud University Nijmegen, The Netherlands

PRESENTATION 3
Culture and Communication from Infancy through Preschool: A Focus on Ethnically Diverse U.S. Families
Catherine Tamis-LeMonda, Steinhardt School of Culture, Education, and Human Development (NYU), U.S.A.
Yana Kuchirko, Steinhardt School of Culture, Education, and Human Development (NYU), U.S.A.
Lulu Song, Brooklyn College, the City University of New York, U.S.A.
**PRESENTATION 4**
Interaction patterns of Hadza hunter-gatherer infants
Monika Abels, Tilburg University, The Netherlands

**14H00 → 16H00**
AMPHI LAPRADE

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

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

**PRESENTATION 1**
Bilingual children catch up to monolingual peers in speech abilities at age 5
Cynthia Core, The George Washington University, U.S.A.

**PRESENTATION 2**
“Where there’s a will, there’s a way”: The role of aptitude, motivation and socio-linguistic background on language proficiency at the end of French Immersion in Canada
Stefka H. Marinova-Todd, University of British Columbia, Canada

**PRESENTATION 3**
How maternal education influences the linguistic environment supporting migrant children’s L2 lexical and syntactic development
Tamara Sorenson Duncan, University of Alberta, Canada
Johanne Paradis, University of Alberta, Canada

**PRESENTATION 4**
How the language in which mothers are educated influences the language growth of bilingual children in immigrant families
Erika Hoff, Florida Atlantic University, U.S.A.
Andrea Burridge, Houston Community College, U.S.A.

**14H00 → 16H00**
AMPHI JEAN-BAPTISTE SAY

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

**CONVENER:** Penny Levickis, Newcastle University, U.K., Murdoch Childrens Research Institute, Australia
**DISCUSSANT:** Meredith Rowe, Harvard University Graduate School of Education Cambridge, U.S.A

**PRESENTATION 1**
Maternal communicative behaviours and interaction quality as predictors of child language development: A prospective community-based study of slow-to-talk toddlers
Laura Conway, Murdoch Children’s Research Institute, VIC, Australia
Penny Levickis, Newcastle University, U.K., Murdoch Childrens Research Institute, Australia
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia
Jodie Smith, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia
Fiona Mensah, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

**PRESENTATION 2**
Impact of parent interaction and language input on the communicative development of infants with cochlear implants
Edith L.Bavin, La Trobe University, Australia
Julia Sarant, The University of Melbourne, Australia
Greg Leigh, RIDBC Renwick Centre (Royal Institute for Deaf and Blind Children/The University of Newcastle), Australia

**PRESENTATION 3**
Associations between maternal verbal behaviours and child language skills in a cohort of mothers and their children experiencing adversity
Jodie Smith, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia
Penny Levickis, Newcastle University, UK; Murdoch Childrens Research Institute, Australia
Patricia Eadie, The University of Melbourne, Australia.
Lesley Bretherton, Murdoch Childrens Research Institute, Australia
Sharon Goldfeld, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia
Laura Conway, The University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia

**PRESENTATION 4**
Parents “experiences” of parent-reported and direct observational assessments: How can we decrease discomfort and increase validity?
Shannon Bennetts, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University, Australia
Fiona Mensah, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia
Naomi Hackworth, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University Australia.
Elizabeth Westrupp, University of Melbourne, Australia; Murdoch Childrens Research Institute, Australia; La Trobe University, Australia.
Sheena Reilly, Murdoch Children’s Research Institute, VIC, Australia; Griffith University, QLD, Australia
The IASCL organization team thanks all of the Conference sponsors for their generosity and interest in the conference.

**SPONSORS**

The IASCL 2017 organization team would like to thank the abstract reviewers for their efforts:

**AKHTAR NAMEERA** (University of California, Santa Cruz, California, U.S.A.)
**AKSU-KOÇ AYHAN** (Boğaziçi University, Turkey)
**ALCOCK KATIE** (Lancaster University, UK)
**ALTINKAMIS FEYZA** (Ghent University, Belgium)
**AMBRIDGE BEN** (University of Liverpool, UK)
**AOYAMA KATSURA** (University of North Texas, Texas, U.S.A.)
**APARICI MELINA** (Universitat Autònoma de Barcelona, Spain)
**BARBU STÉPHANIE** (Université de Rennes 1, France)
**BARLOW JESSICA** (San Diego State University, California, U.S.A.)
**BECKER MISHA** (The University of North Carolina at Chapel Hill, North Carolina, U.S.A.)
**BEHRENS HEIKE** (University of Basel, Germany)
**BLOM ELMA** (Utrecht University, Netherlands)
**BOSCH LAURA** (University of Barcelona, Spain)
**BUDWIG NANCY** (Clark University, Massachusetts, U.S.A.)
**CHEN AOJU** (Utrecht University, Netherlands)

**CHEVROT JEAN-PIERRE** (ENS Lyon / Université Grenoble Alpes, France)
**CLARK EVE V** (Stanford University, California, U.S.A.)
**COOPMANS PETER** (Utrecht University, Netherlands)
**DE HOUWER ANNICK** (University of Erfurt, Germany)
**DE WECK GENEVIÈVE** (University of Neuchâtel, Swiss)
**DEEN KAMIL** (University of Hawai‘i, Hawai‘i, U.S.A.)
**DEMUTH KATHERINE** (Macquarie University, Australia)
**DOS SANTOS CHRISTOPHE** (Université François Rabelais, France)
**DUGUA CÉLINE** (Université d’Orléans, France)
**ECHOLS CATHERINE** (University of Texas, Texas, U.S.A.)
**FIKKERT PAULA** (Radboud University, Netherlands)
**FRIEND MARGARET** (San Diego State University, California, U.S.A.)
**GAIVARRÓ ANNA** (Universitat Autònoma de Barcelona, Spain)
**GHIMENTON ANNA** (Université Lumière Lyon 2, France)
**GOAD HEATHER** (McGill University, Canada)
**GUASTI MARIA TERESA** (University of Milano Bicocca, Italy)
**HAMAN EWA** (University of Warsaw, Poland)
**HESKETH ANNE** (University of Manchester, UK)
**HOFF ERIKA** (Florida Atlantic University, Florida, U.S.A.)
**HULK AAFKE** (University of Amsterdam, Netherlands)
**JACOB GOBET STÉPHANIE** (Université de Poitiers, France)
**JISA HARRIET** (Université Lumière Lyon 2, France)
**KAUSCHKE CHRISTINA** (University of Marburg, Germany)
**KIDD EVAN** (The Australian National University, Australia)
**KÜNTAY AYLIN** (Koç University, Turkey)
**LAAHA SABINE** (University of Vienna, Austria)
**LAW JAMES** (Newcastle University, UK)
**LE NORMAND MARIE-THÉRÈSE** (Université Paris Descartes, France)
**LEE THOMAS HUN-TAK** (Chinese University of Hong Kong, China)
**LIEVEN ELENA** (University of Manchester, UK)
**LÓPEZ-ORNAT SUSANA** (Universidad Complutense de Madrid, Spain)
**MAILLART CHRISTELLE** (Université de Liège, Belgium)
**MÄNNEL CLAUDIA** (Max Planck Institute, Germany)
PRACTICAL INFORMATION

LET’S GO!
WHERE TO LUNCH?

- PRACTICAL INFORMATION -

AROUND THE CONFERENCE VENUE...

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

<table>
<thead>
<tr>
<th>French</th>
<th>Italian</th>
<th>Fastfood / Sandwiches</th>
<th>Japanese</th>
<th>Korean</th>
<th>Vietnamese / Asian</th>
<th>Indian</th>
<th>Oriental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SOCIAL EVENTS

IASCL 2017 OPENING CEREMONY INFORMATION

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

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

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

JUNIOR SCIENTISTS MEETING

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

FUTURE IASCL

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

IASCL 2017 GALA DINNER: A NIGHT TO REMEMBER!

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

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

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

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

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

CLOAKROOM AND LUGGAGE DEPOSIT
The cloakroom is located in the “Salle des Colloques” in the Atrium. It is opened from Monday to Friday 8:30 AM – 6 PM.

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

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

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

PLENARY TALKS ONLINE
Plenary talks will be streamed online, the link can be find on the conference website.

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

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

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

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