



*12th International Congress for the Study of Child Language - July 19-23, 2011*

## PRELIMINARY POSTER SCHEDULE

IASCL 2011      JULY 19 – 23

SCHEDULE	DAY 1
	TUESDAY JULY 19
10:15 – 18:30	REGISTRATION DESK OPENS
16:45 – 18:30	COCKTAIL & HORS D'OEUVRES
18:30 – 19:45	PLENARY SESSION 1 <b>OPENING REMARKS</b> FRED GENESEE, MCGILL UNIVERSITY <b>MYTHS AND MISUNDERSTANDINGS ABOUT DUAL LANGUAGE ACQUISITION IN YOUNG LEARNERS</b>

SCHEDULE	DAY 2
	WEDNESDAY JULY 20
12:30 – 14:30	LUNCH <b>POSTER SESSION 1</b>
16:45 – 18:30	<b>POSTER SESSION 1</b> HORS-D'OEUVRES & CASH BAR

- 0020 Differing effects of individual child-level variables in different linguistic domains: Turkish L1 children learning L2 Dutch**  
Anne Baker<sup>1</sup>, Elma Blom<sup>1</sup>, Jan de Jong<sup>1</sup>, Antje Orgassa<sup>2</sup>, Fred Weerman<sup>1</sup>, <sup>1</sup>University of Amsterdam, Amsterdam, The Netherlands, <sup>2</sup>Radboud University, Nijmegen, The Netherlands
- 0026 Stability of Child Language Competence from Infancy to Preschool: A Multi-method Study**  
Marc Bornstein<sup>1</sup>, <sup>1</sup>Eunice Kennedy Shriver National Institute of, Bethesda, USA
- 0060 Narrative and Vocabulary skills of Sequential Bilingual Children**  
Pui Fong Kan<sup>1</sup>, Danielle Kemp<sup>1</sup>, <sup>1</sup>University of Colorado at Boulder, Boulder, USA
- 0109 Arabic-English bilingual children's Phonological awareness**  
Mohammed Alhuqbani Aldossari<sup>1</sup>, <sup>1</sup>King Fahd Security College, Riyadh, Saudi Arabia
- 0304 In search for Criteria to Measure Verb Morphology Acquisition**  
Natalia Gagarina<sup>1</sup>, Sigal Uziel-Karl<sup>1</sup>, Wolfgang Dressler<sup>1</sup>, <sup>1</sup>Center for General Linguistics, Berlin, Germany, <sup>2</sup>Ono Academic College (OAC) and Haifa University, Haifa, Israel, <sup>3</sup>Austrian Academy of Sciences, Vienna, Austria
- 0305 Multimodal strategies for teaching children with Down Syndrome new words**  
Seok Hui Tan<sup>1</sup>, Leong Janice<sup>1</sup>, Joanna Lim<sup>1</sup>, Kang Poh Sim<sup>2</sup>, <sup>1</sup>National University of Singapore, Singapore, Singapore, <sup>2</sup>Rainbow Centre Margaret Drive School, Singapore, Singapore
- 0306 'I knowd that word before I comed to school': The Impact of the Every Child a Talker Programme in two Bristol primary schools.**  
Christine Screech<sup>1</sup>, <sup>1</sup>University of the West of England, Bristol, UK
- 0307 Do deaf bilingual children have phonological awareness (PA) of Quebec sign language (LSQ)? A comparative study of PA in three bilingual deaf populations**  
Anne-Marie Parisot<sup>1</sup>, Julie Rinfret<sup>1</sup>, <sup>1</sup>UQAM, Montreal, Canada
- 0309 The assessment of pre-linguistic communication in severely motor-impaired preschool children**  
Raz Tenenbaum<sup>1</sup>, Dana Roth<sup>2</sup>, Esther Dromi<sup>1</sup>, <sup>1</sup>Tel Aviv University, Tel Aviv, Israel, <sup>2</sup>Beit Issie Shapiro, Raanana, Israel
- 0310 Dummy verbs in first and child second language acquisition of German**  
Solveig Chilla<sup>1</sup>, Stefanie Haberzettl<sup>2</sup>, Nadja Wulff<sup>2</sup>, <sup>1</sup>University of Erfurt, Erfurt, Germany,

<sup>2</sup>University of Oldenburg, Oldenburg, Germany

- 0312 SLI and reading in Finnish at ages 7 to 10**  
Pia Isoaho<sup>1</sup>, Kaisa Launonen<sup>3</sup>, Timo Kauppila<sup>2</sup>, <sup>1</sup>Health Centres of Vantaa, Speech and Language Pathology, Vantaa, Finland, <sup>2</sup>Network of Academic Health Centres, University of Helsinki, Helsinki, Finland, <sup>3</sup>Institute of Behavioral Sciences/Department of Speech Sciences, University of Helsinki, Helsinki, Finland
- 0314 Similarity and generalization in novel construction learning -- Evidence from German-speaking 3- to 8-year-olds**  
Anne-Kristin Siebenborn<sup>1</sup>, <sup>1</sup>Ludwig-Maximilians-Universität, Munich, Germany, <sup>2</sup>Max Planck Child Study Centre, Manchester, UK
- 0315 Who is Doing What to Whom? The Processing of Topicalized Objects in Preschool Children**  
Christine S. Schipke<sup>1</sup>, Regine Oberecker<sup>1</sup>, Angela D. Friederici<sup>1</sup>, <sup>1</sup>Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany, <sup>2</sup>Berlin School of Mind and Brain, Berlin, Germany
- 0316 Do incremental changes in phonotactic probability and neighbourhood density matter?**  
Holly Storkel<sup>1</sup>, Junko Maekawa<sup>1</sup>, Su-Yeon Lee<sup>1</sup>, <sup>1</sup>University of Kansas, Lawrence, KS, USA
- 0317 The Acquisition of Bidd- 'want' in Spoken Palestinian Arabic**  
Irit Meir<sup>1</sup>, Sigal Uziel-Karl<sup>1</sup>, Khadiji Moed<sup>1</sup>, Rachel Yifat<sup>1</sup>, <sup>1</sup>University of Haifa, Haifa, Israel, <sup>2</sup>Ono Academic College, Kiryat Ono, Israel
- 0328 Caregiver-child interaction in early bilingual development: An analysis of a bilingual toddler's responses to questions**  
Janice Nakamura<sup>1</sup>, <sup>1</sup>International Christian University, Tokyo, Japan
- 0329 Are language tests usable? A population based case-control study in Finland**  
Sinikka Hannus<sup>2</sup>, Timo Kauppila<sup>2</sup>, Janne Pitkaniemi<sup>3</sup>, Kaisa Launonen<sup>4</sup>, <sup>1</sup>City of Vantaa, Vantaa, Finland, <sup>2</sup>University of Helsinki, Network of Academic Health Centres, Department of General Practice and Primary Health Care, Helsinki, Finland, <sup>3</sup>University of Helsinki, Department of Public Health, Helsinki, Finland, <sup>4</sup>University of Helsinki, Institute of Behavioural Sciences / Logopedics, Helsinki, Finland
- 0330 A longitudinal study on vowel development of Mandarin-English bilingual children**  
Jing Yang<sup>1</sup>, Robert Fox<sup>1</sup>, <sup>1</sup>The Ohio State University, Columbus, OH, USA
- 0332 The effect of using multimodal gesture on infants' vocabulary development in natural environments**  
Paul Vogt<sup>1</sup>, J. Douglas Mastin<sup>1</sup>, <sup>1</sup>Tilburg University, Tilburg, The Netherlands
- 0333 Responsiveness and Assertiveness Skills of Italian and Japanese toddlers**  
Luigi Girolametto<sup>1</sup>, Serena Bonifacio<sup>2</sup>, Tadashi Hamada<sup>3</sup>, Kayoko Hamada<sup>3</sup>, <sup>1</sup>University of Toronto, Toronto, Ontario, Canada, <sup>2</sup>IRCCS Burlo Garofolo, Trieste, Italy, <sup>3</sup>Hamada Medical Clinic, Maebaru City, Fukuoka, Japan
- 0334 Slow mapping lexical learning and immediate list recall in children with and without SLI**  
Natalie Munro<sup>1</sup>, Elise Baker<sup>1</sup>, <sup>1</sup>The University of Sydney, Sydney, Australia
- 0336 Code-switching with Grandma: Input effects on a bilingual preschooler**  
Suzanne Quay<sup>1</sup>, <sup>1</sup>International Christian University, Tokyo, Japan

- 0337 Acquisition of long distance weak quantification by French-speaking children**  
 Marie Labelle<sup>1</sup>, Genevieve Lemieux-Lefebvre<sup>1</sup>, Daniel Valois<sup>2</sup>, <sup>1</sup>Universite du Quebec a Montreal, Montreal, QC, Canada, <sup>2</sup>Universite de Montreal, Montreal, QC, Canada
- 0338 Acquisition of Mandarin Relative Clauses by Mandarin-English Bilingual Children**  
 Ruiting Jia<sup>1</sup>, Johanne Paradis<sup>1</sup>, <sup>1</sup>University of Alberta, Edmonton, AB, Canada
- 0339 Communicative Interactions in Childcare Centers**  
 Carol Westby<sup>1</sup>, <sup>1</sup>Bilingual Multicultural Services, Albuquerque, NM, USA
- 0340 Structural Similarity elicits codemixing in German-English Bilingual Children vs. German-Russian Bilingual Children**  
 Antje Endesfelder Quick<sup>1</sup>, Elena Lieven<sup>1</sup>, Michael Tomasello<sup>1</sup>, <sup>1</sup>Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany
- 0341 Grammatical composition of early expressive vocabularies: evidence from Maltese-speaking children**  
 Daniela Gatt<sup>1</sup>, Helen Grech<sup>1</sup>, Barbara Dodd<sup>2</sup>, <sup>1</sup>University of Malta, Msida, Malta, <sup>2</sup>City University, London, UK
- 0342 Causative-Formation: A Comparative Perspective**  
 Reili Argus<sup>3</sup>, Klaus Laalo<sup>4</sup>, Sigal Uziel-Kar<sup>1,2</sup>, <sup>1</sup>Haifa University, Haifa, Israel, <sup>2</sup>Ono Academic College, Kiryat Ono, Israel, <sup>3</sup>Tallinn University, Tallinn, Estonia, <sup>4</sup>University of Tampere, Tampere, Finland
- 0345 Comprehension of subject and object relatives by SLI and typically developing children: comparing Act-Out and Sentence-picture tasks**  
 Alexandrina Martins<sup>1</sup>, Ana Catarina Baptista<sup>1</sup>, Catarina Afonso<sup>1</sup>, Susana Rodrigues<sup>1</sup>, <sup>1</sup>Faculdade de Letras, Lisbon, Portugal
- 0346 The Effect of Foot + Foot Structure on Reading Performance in Japanese Young Children**  
 Shino Sakono<sup>1</sup>, Tomohiko Ito<sup>1</sup>, Suzy E. Fukuda<sup>2</sup>, Shinji Fukuda<sup>3</sup>, <sup>1</sup>Tokyo Gakugei University, Tokyo, Japan, <sup>2</sup>Aoyama Gakuin University, Tokyo, Japan, <sup>3</sup>Health Sciences University of Hokkaido, Sapporo-shi, Japan
- 0347 First Words, First Steps of Language: Language-Specific Trajectories Have Roots in First Words**  
 Lauren Friedman<sup>1</sup>, Erika Hoff<sup>1</sup>, <sup>1</sup>Florida Atlantic University, Davie, FL, USA
- 0349 Is Interaction with the Caregiver the Birthplace of Infant Gesture?**  
 Patricia Zukow-Goldring<sup>1</sup>, <sup>1</sup>UCLA, Los Angeles, CA, USA
- 0350 Joint Attention & Vocabulary Development - A cross-cultural, observational study of Mozambican infants from 12- to 18-months**  
 J Douglas Mastin<sup>1</sup>, <sup>1</sup>Tilburg University, Tilburg, The Netherlands
- 0352 Language Development in Individuals with Specific Language Impairment (SLI): Trajectories and Subgroups**  
 Gina Conti-Ramsden<sup>1</sup>, Kevin Durkin<sup>2</sup>, Andrew Pickles<sup>3</sup>, Michelle St. Clair<sup>4</sup>, <sup>1</sup>University of Manchester, Manchester, UK, <sup>2</sup>University of Strathclyde, Glasgow, UK, <sup>3</sup>King's College London, London, UK, <sup>4</sup>University of Cambridge, Cambridge, UK
- 0353 Verbal and Nonverbal Intelligence in Individuals with a History of Specific Language Impairment (SLI): Developmental Trajectories**  
 Kevin Durkin<sup>1</sup>, Gina Conti-Ramsden<sup>2</sup>, Andrew Pickles<sup>3</sup>, Michelle St. Clair<sup>4</sup>, <sup>1</sup>University of Strathclyde, Glasgow, UK, <sup>2</sup>University of Manchester, Manchester, UK, <sup>3</sup>King's College

London, London, UK, <sup>4</sup>University of Cambridge, Cambridge, UK

- 0354 Early predictors of comprehension and interventions to prevent reading difficulties- A longitudinal study on french-speakers at kindergarten-**  
Catherine Pellenc<sup>1</sup>, <sup>1</sup>Laboratoire des Sciences de l'Education, Grenoble, France
- 0355 Nonword repetition and receptive vocabulary in bilingual kindergarteners: Concurrent correlations in a longitudinal study**  
Todd A. Gibson<sup>1</sup>, D. Kimbrough Oller<sup>1</sup>, Linda Jarmulowicz<sup>1</sup>, <sup>1</sup>University of Memphis, Memphis, TN, USA
- 0357 Acquisition of Spanish as a Second language by Mexican Deaf Children**  
Antoinette Hawayek de Ezcurdia<sup>2</sup>, Giuseppe Cappelli<sup>1</sup>, Riccardo Del Gratta<sup>1</sup>, Edy Lopez<sup>2</sup>, Ricardo Rincón<sup>2</sup>, <sup>1</sup>ILC -CNR, Pisa, Italy, <sup>2</sup>UAM, Mexico, D.F., Mexico
- 0359 Lexicon composition, lexicon organization and vocabulary size: designing a new picture vocabulary test.**  
Ewa Haman<sup>1</sup>, Krzysztof Fronczyk<sup>2</sup>, Magdalena Smoczynska<sup>3</sup>, Aneta Miekisz<sup>1</sup>, <sup>1</sup>University of Warsaw, Warsaw, Poland, <sup>2</sup>University of Finance and Management in Warsaw, Warsaw, Poland, <sup>3</sup>Jagellonian University, Krakow, Poland
- 0360 Gestures with and without speech: What do they reveal about the developing gesture-speech system?**  
Nicole Weidinger<sup>1</sup>, Katrin Lindner<sup>2</sup>, Wolfram Ziegler<sup>1</sup>, Georg Goldenberg<sup>1</sup>, Katharina Hogrefe<sup>1</sup>, <sup>1</sup>Clinical Neuropsychology Research Group, Munich, Germany, <sup>2</sup>Ludwig-Maximilians-University, Munich, Germany
- 0362 On the effect of morphophonological complexity in the acquisition of plural noun forms in European Portuguese**  
Catarina Afonso<sup>1</sup>, Maria João Freitas<sup>1</sup>, <sup>1</sup>Faculdade de Letras da Universidade de Lisboa, Lisbon, Portugal
- 0364 Beyond a preference: Word learning and infant-directed speech**  
Cassandra Foursha-Stevenson<sup>1</sup>, Elena Nicoladis<sup>2</sup>, <sup>1</sup>Mount Royal University, Calgary, AB, Canada, <sup>2</sup>University of Alberta, Edmonton, AB, Canada
- 0365 The role of function words and prosody for word segmentation in French-learning infants**  
Erin Robertson<sup>1</sup>, Rushen Shi<sup>2</sup>, <sup>1</sup>Cape Breton University, Sydney, Nova Scotia, Canada, <sup>2</sup>University of Quebec at Montreal, Montreal, Quebec, Canada
- 0366 Phonological processing and reading development in bilingual children with speech delay**  
María Fernanda Lara-Díaz<sup>1</sup>, Eva María Aguilar-Mediavilla<sup>2</sup>, Miquel Serra<sup>3</sup>, <sup>1</sup>Universidad Nacional de Colombia, Bogotá D.C., Colombia, <sup>2</sup>Universitat de les Illes Balears, Palma de Mallorca, Spain, <sup>3</sup>Universitat de Barcelona, Barcelona, Spain
- 0368 The acquisition of lexical routines in letter writing by learners of English as a second language**  
Rosa M<sup>a</sup> Jiménez Catalán<sup>1</sup>, <sup>1</sup>University of La Rioja, Logroño, La Rioja, Spain
- 0369 Crosslinguistic influence in the acquisition of ser and estar by Spanish-English bilinguals.**  
Carmen Silva-Corvalán<sup>1</sup>, <sup>1</sup>University of Southern California, Los Angeles, California, USA
- 0370 Learning words in familiar vs. unfamiliar frames**  
Juana Salas Poblete<sup>2</sup>, Katharina Rohlfing<sup>1</sup>, Frank Joublin<sup>3</sup>, <sup>1</sup>Bielefeld University, Bielefeld,

Germany, <sup>2</sup>CoR-Lab, Bielefeld, Germany, <sup>3</sup>Honda Research Institute, Offenbach, Germany

- 0372 C-command and First Language Acquisition by Persian Children**  
Sara Sharifpour<sup>1</sup>, Ali Darzi<sup>1</sup>, <sup>1</sup>tehran university, tehran, Iran
- 0373 Frequency and Neighborhood Density Effects During First Word Acquisition in French**  
Christophe dos Santos<sup>1</sup>, Sophie Kern<sup>1</sup>, Stephanie Stokes<sup>1</sup>, <sup>1</sup>Université François-Rabelais, Tours, France, <sup>2</sup>Laboratoire Dynamique Du Langage, UMR5596, CNRS-Lyon2, Lyon, France, <sup>3</sup>University of Canterbury, Christchurch, Canterbury, New Zealand
- 0374 Examining the relationship between language and emotional competence in middle childhood**  
Luna Beck<sup>1</sup>, Klann-Delius Gisela<sup>1</sup>, Eid Michael<sup>1</sup>, Kumschick Irina<sup>1</sup>, <sup>1</sup>Excellence Cluster Languages of Emotion, Free University, Berlin, Germany
- 0375 Educators' Print Referencing Strategies and Children's Responses in Two Emergent Literacy Contexts**  
Lisa-Christine Girard<sup>1</sup>, Luigi Girolametto<sup>1</sup>, Elaine Weitzman<sup>2</sup>, Janice Greenberg<sup>2</sup>, <sup>1</sup>University of Toronto, Toronto, Ontario, Canada, <sup>2</sup>The Hanen Centre, Toronto, Ontario, Canada
- 0377 Individual variations in the English vocabulary status among Hong Kong learners of English with varying socio-economic status (SES)**  
Kwok Shing Wong<sup>1</sup>, <sup>1</sup>Hong Kong Institute of Education, Hong Kong, Hong Kong
- 0380 Socio-conversational skills and verbal behaviour of Slovenian-speaking talkers aged from 24 to 36 months: a comparative analysis of late talkers with normal language development**  
Barbara Penko<sup>1</sup>, Damjana Kogovšek<sup>1</sup>, Martina Ozbic<sup>1</sup>, <sup>1</sup>Faculty of Education, Ljubljana, Slovenia, <sup>2</sup>Center of deaf and hard of hearing, Ljubljana, Slovenia
- 0382 Factors Analysis for a Computational Model of Emergent Simple Syntax**  
Hao Yu<sup>1</sup>, Xiaojie Wang<sup>1</sup>, <sup>1</sup>Beijing University of Posts and Telecommunications, Beijing, China
- 0384 Acoustic analysis from Brazilian Portuguese fricative voiced and voiceless sounds**  
Luciana Pagan-Neves<sup>1</sup>, Haydée Wertzner<sup>1</sup>, Adriana Gurgueira<sup>2</sup>, <sup>1</sup>University of Sao Paulo, Sao Paulo, Brazil, <sup>2</sup>School of Medical Sciences from Santa Casa, Sao Paulo, Brazil
- 0385 Syllables in word segmentation by French-learning infants: an ERPs study**  
Louise Goyet<sup>1</sup>, Thierry Nazzi<sup>1</sup>, <sup>1</sup>Université Paris Descartes, Paris, France
- 0387 Phonological development in Swedish children with otitis-proneity**  
Helena Stålnacke<sup>1</sup>, Jan van Doorn<sup>1</sup>, Peter Czigler<sup>1</sup>, <sup>1</sup>Orebro University, Orebro, Sweden
- 0388 A standardization and validity study of a speech and language screening tool : a look at a Canadian linguistic minority outside Québec**  
Michèle Minor-Corriveau<sup>1</sup>, <sup>1</sup>Laurentian University, Sudbury, ON, Canada
- 0389 Adaptations of the MacArthur-Bates Communicative Development Inventories into Other Languages: A 2011 Update**  
Philip S. Dale<sup>1</sup>, Melissa J. Penfold<sup>1</sup>, Larry Fenson<sup>2</sup>, <sup>1</sup>University of New Mexico, Albuquerque, NM, USA, <sup>2</sup>San Diego State University, San Diego, CA, USA
- 0391 Mean length of utterance in morphemes, syllables and words in Slovak as a flective language - theory and practice**  
Daniela Slancova<sup>1</sup>, Svetlana Kapalkova<sup>2</sup>, Jana Kesselova<sup>1</sup>, Stanislava

Zajacova<sup>1</sup>, <sup>1</sup>Presov University, Presov, Slovakia, <sup>2</sup>Comenius University, Bratislava, Slovakia

- 0392 Vowel acoustics of hearing impairment: a comparison between typically developing, hearing-assisted and cochlear implant speech**  
Oydis Hide<sup>1</sup>, Jo Verhoeven<sup>2</sup>, San Gillis<sup>3</sup>, Steven Gillis<sup>1</sup>, <sup>1</sup>University of Antwerp, Antwerp, Belgium, <sup>2</sup>City University London, London, UK, <sup>3</sup>Katholieke Universiteit Leuven, Leuven, Belgium
- 0393 Parent's Use of Elaborative Forms of Language in Two Contexts: Reminiscing and Book Reading with Children from Linguistically Diverse, Low-Income Backgrounds**  
Alison Sparks<sup>1</sup>, <sup>1</sup>Amherst College, Amherst, Massachusetts, USA
- 0394 Phonological Development and Child L2 Learners' Nonword Repetition Performance**  
Tamara Sorenson Duncan<sup>1</sup>, Anne-Michelle Tessier<sup>1</sup>, Johanne Paradis<sup>1</sup>, <sup>1</sup>University of Alberta, Edmonton, Alberta, Canada
- 0395 Rabbits are Jumping, Balls are Bouncing: Korean Preschoolers' Use of Ontological Categories of Actors in Mapping Novel Verbs to Motion Events**  
Ha Yeon Kim<sup>1</sup>, Soon Hyung Yi<sup>2</sup>, <sup>1</sup>New York University, New York City, USA, <sup>2</sup>Seoul National University, Seoul, Republic of Korea
- 0396 The early predictors of expressive language performance for three-year-old late-talking children**  
Huei-Mei Liu<sup>1</sup>, Yu-Sha Cho<sup>1</sup>, Hui-Ying Hsu<sup>1</sup>, Feng-Ming Tsao<sup>2</sup>, <sup>1</sup>Department of Special Education, National Taiwan Normal University, Taipei, Taiwan, <sup>2</sup>Department of Psychology, National Taiwan University, Taipei, Taiwan
- 0397 The development of novel metaphor and metonymy comprehension in typically developing children**  
Jo Van Herwegen<sup>1</sup>, Dagmara Annaz<sup>2</sup>, Gabriella Rundblad<sup>3</sup>, <sup>1</sup>Kingston University, Kingston-Upon-Thames, UK, <sup>2</sup>Middlesex University, London, UK, <sup>3</sup>King's College London, London, UK
- 0398 Use of irony by teenagers, face-to-face versus internet forums**  
Marc Aguer<sup>1</sup>, Virginie Laval<sup>1</sup>, Nadia Gauducheau<sup>2</sup>, Hassan Atifi<sup>2</sup>, Michel Marcoccia<sup>2</sup>, <sup>1</sup>University of Poitiers / CeRCA (CNRS), Poitiers, France, <sup>2</sup>Technological University of Troyes / ICD (CNRS), Troyes, France
- 0399 Mothers' Infant Directed Speech (IDS) in face-to-face interaction with typically developing (TD) infants and infant siblings (SIBS-A) of children with Autistic Spectrum Disorder, aged 3 to 12 months.**  
Jean Quigley<sup>1</sup>, <sup>1</sup>Trinity College Dublin, Dublin, Ireland
- 0404 Dire, lire et écrire: The development of language and reading skills in French and English of multilingual and English monolingual Grade 4 children in French immersion**  
Daniel Berube<sup>1</sup>, Stefka Marinova-Todd<sup>1</sup>, <sup>1</sup>University of British Columbia, Vancouver, British Columbia, Canada
- 0405 Children's understanding of the logical words 'not', 'every', and 'or'**  
Anna Notley<sup>1</sup>, Rosalind Thornton<sup>1</sup>, Stephen Crain<sup>1</sup>, <sup>1</sup>Macquarie University, Sydney, Australia
- 0406 Phonetic, phonotactic, and neighborhood effects on syllable production in child Southern Min**

James Myers<sup>1</sup>, Jane Tsay<sup>1</sup>, <sup>1</sup>*National Chung Cheng University, Minhsiung, Chiayi, Taiwan*

- 0414 Investigating relative clauses in children with Specific Language Impairment.**  
Pauline Frizelle<sup>1</sup>, Paul Fletcher<sup>1</sup>, <sup>1</sup>*University College Cork, Cork, Ireland*
- 0415 Children's Acquisition of the Word All: Evidence for Slow-Mapping**  
Naomi J. Aldrich<sup>1</sup>, Kaia Huus<sup>1</sup>, Patricia J. Brooks<sup>1</sup>, <sup>1</sup>*College of Staten Island & The Graduate Center, CUNY, New York, NY, USA*
- 0416 A case study of speech rhythm acquisition in a Cantonese-English bilingual child**  
Donald White<sup>1</sup>, Peggy Mok<sup>1</sup>, <sup>1</sup>*The Chinese University of Hong Kong, Hong Kong, Canada*
- 0417 Early prosodic development: evidence from intonation and tempo in European Portuguese**  
Marina Vigário<sup>1</sup>, Sónia Frota<sup>2</sup>, Nuno Matos<sup>3</sup>, <sup>1</sup>*Universidade de Lisboa, Lisboa, Portugal*,  
<sup>2</sup>*Universidade de Lisboa, Lisboa, Portugal*, <sup>3</sup>*Universidade de Lisboa, Lisboa, Portugal*
- 0418 Production and perception of speech in children with cochlear implants**  
Vesna Mildner<sup>1</sup>, <sup>1</sup>*University of Zagreb, Faculty of Humanities and Social Sciences, Zagreb, Croatia*
- 0419 Acquiring Early Verb Constructions in Mandarin Chinese: A Comparison of 2 and 3 Year Olds' Verb Use in Naturalistic and Experimental Contexts**  
Juan Hu<sup>1</sup>, Nancy Budwig<sup>1</sup>, <sup>1</sup>*Clark University, Worcester, MA, USA*
- 0421 Predicting language outcomes from early pragmatics assessed by the Language Use Inventory**  
Diane Pesco<sup>1</sup>, Daniela O'Neill<sup>1</sup>, <sup>1</sup>*Concordia University, Montreal, Quebec, Canada*,  
<sup>2</sup>*University of Waterloo, Waterloo, Ontario, Canada*
- 0422 Do Children Block Learning from Accented-Speakers? The Roles of Social and Phonetic Information**  
Erica Beck<sup>1</sup>, <sup>1</sup>*University of Michigan, Ann Arbor, MI, USA*
- 0424 Integrative comprehension of information in speech and iconic gesture in 3-, 5-year-olds and adults**  
Kazuki Sekine<sup>1</sup>, Hannah Sowden<sup>2</sup>, Sotaro Kita<sup>3</sup>, <sup>1</sup>*National Institute of Informatics, Tokyo, Japan*,  
<sup>2</sup>*University of Leeds, Leeds, UK*, <sup>3</sup>*University of Birmingham, Birmingham, UK*
- 0426 Helping hands: Recognising iconicity in gestures and its advantage during verb acquisition**  
Katherine Mumford<sup>1</sup>, Sotaro Kita<sup>1</sup>, <sup>1</sup>*University of Birmingham, Birmingham, UK*
- 0427 The Interaction between Gesture and Language in Children's Descriptions of Directed Motion Events**  
Areum Kim<sup>1</sup>, Laura Wagner<sup>1</sup>, <sup>1</sup>*The Ohio State University, Columbus, OH, USA*
- 0428 Young children's understanding of the relational component of noun-noun compound meaning**  
Simon Snape<sup>1</sup>, Andrea Krott<sup>1</sup>, <sup>1</sup>*University of Birmingham, Birmingham, West Midlands, UK*
- 0429 Are there defaults in sentence processing? How pronominal and noncanonical sentences are processed by English-learning 3-year-olds**  
Letitia Naigles<sup>1</sup>, Caitlin Reynolds<sup>1</sup>, Aylin Kuntay<sup>2</sup>, <sup>1</sup>*University of Connecticut, Tolland, CT, USA*,  
<sup>2</sup>*Koc University, Istanbul, Turkey*

- 0526 Oral narratives, dialogical intervention and reading comprehension: A study of 5-to-8 years old French children**  
 Edy Veneziano<sup>1</sup>, Helène Makdissi<sup>2</sup>, Laetitia Albert<sup>1</sup>, Marie-Pierre Baron<sup>2</sup>, Andrée Boisclair<sup>2</sup>, Chantal Caracci<sup>1</sup>, Juliette Elie<sup>3</sup>, Emilie Hebert<sup>7</sup>, Christian Hudelot<sup>7</sup>, Marie Thérèse Le Normand<sup>4</sup>, Marie-Hélène Plumet<sup>5</sup>, Serge Poncin<sup>1</sup>, Nathalie Salagnac<sup>6</sup>, <sup>1</sup>*Université Paris Descartes-CNRS, MoDyCo, UMR 7114, Paris, France*, <sup>2</sup>*Université Laval, Quebec, Canada*, <sup>3</sup>*Université Toulouse-Le Mirail, Toulouse, France*, <sup>4</sup>*INSERM, Paris, France*, <sup>5</sup>*Université Paris Descartes-INSERM, UMR 663, Paris, France*, <sup>6</sup>*IUFM de Lille (Centre de Gravelines), Gravelines, France*, <sup>7</sup>*CNRS-Université Nice Sophia-Antipolis, BCL, UMR 6039, Nice, France*
- 0544 Eliciting noun plurals in German: a comparison of children's productions in a classical elicitation and a playful naming task**  
 Sabine Laaha<sup>1</sup>, <sup>1</sup>*Austrian Academy of Sciences, Vienna, Austria*
- 0637 Language skills of the prematurely born very-low-birth-weight Finnish children at two years of age with the focus on the emergence of grammar**  
 Suvi Stolt<sup>1</sup>, Leena Haataja<sup>2</sup>, Helena Lapinleimu<sup>2</sup>, Liisa Lehtonen<sup>2</sup>, PIPARI Study Group<sup>2</sup>, <sup>1</sup>*University of Turku, Turku, Finland*, <sup>2</sup>*Turku University Hospital, Turku, Finland*
- 0636 Sex-related acoustical differences in a mother's speech toward opposite-sex twin infants.**  
 Katsuko Niwano<sup>1</sup>, <sup>1</sup>*Tohoku Fukushi University, Sendai, Japan*
- 0740 Simultaneous Processing in Children with Primary Language Impairment: Identifying Sources of Performance Breakdown**  
 Naomi Eichorn<sup>1</sup>, Campanelli Luca<sup>1</sup>, Cruz Joseline<sup>1</sup>, Puglik Ingrid<sup>1</sup>, Scheuer Jessica<sup>1</sup>, Goral Mira<sup>1</sup>, Obler Loraine<sup>1</sup>, Marton Klara<sup>1</sup>, <sup>1</sup>*Graduate Center / CUNY, New York, NY, USA*
- 0760 Language and Identity: Attitudes among English-speaking Pre-school Children in Israel**  
 Susie Joffe, Joel Walters, *Bar Ilan University, Givat Shmuel, Israel*

SCHEDULE DAY 3	
	THURSDAY JULY 21
12:30 – 14:30	LUNCH <b>POSTER SESSION 2</b>
16:45 – 18:30	<b>POSTER SESSION 2</b> HORS-D'OEUVRES & CASH BAR

- 0028 The first 10 signs lexicon of a hearing child of deaf parents**  
*Orit Fuks<sup>1</sup>, <sup>1</sup>Kaye college, Beer-Sheva, Israel*
- 0327 Children's self-talk in the context of triadic parent-sibling interaction**  
*Hiroko Kasuya<sup>1</sup>, Kayoko Uemura<sup>1</sup>, <sup>1</sup>Bunkyo Gakuin Univerisity, Fujimino, Saitama, Japan*
- 0343 The Development of Morphological Complexity in the Verb System of an Arabic Speaking Child**  
*Sigal Uziel-Karl<sup>2,3</sup>, Rossana Isaaq<sup>1</sup>, Roni Henkin<sup>4</sup>, Dorit Ravid<sup>1</sup>, <sup>1</sup>Tel Aviv University, Tel Aviv, Israel, <sup>2</sup>Haifa University, Haifa, Israel, <sup>3</sup>Ono Academic College, Kiryat Ono, Israel, <sup>4</sup>Ben Gurion University of the Negev, Beer Sheva, Israel*
- 0367 Spanish-Colombia Normalization of the MacArthur-Bates Communicative Development Inventories CDI**  
*María Fernanda Lara-Díaz<sup>1</sup>, Angela Gómez<sup>1</sup>, Elisabet Serrat<sup>2</sup>, <sup>1</sup>Universidad Nacional de Colombia, Bogotá D.C., Colombia, <sup>2</sup>Universitat de Girona, Girona, Spain*
- 0412 Language Specificity in the Production of Derivations and Compounds in Polish and American English-Speaking Preschool Children**  
*Andrea Zevenbergen<sup>1</sup>, Ewa Haman<sup>2</sup>, Joanna Pilat<sup>2</sup>, Stephanie Potkova<sup>1</sup>, <sup>1</sup>SUNY Fredonia, Fredonia, NY, USA, <sup>2</sup>University of Warsaw, Warsaw, Poland*
- 0413 Rhythmic development of monolingual and bilingual children at 2;06**  
*Peggy Mok<sup>1</sup>, <sup>1</sup>Chinese University of Hong Kong, Hong Kong, Hong Kong*
- 0420 Oral language skills as predictors of reading development in spanish**  
*María Fernanda Lara-Díaz<sup>1</sup>, Angela Gómez<sup>1</sup>, Esperanza Silva<sup>1</sup>, Eva Águila Martínez<sup>2</sup>, <sup>1</sup>Universidad Nacional de Colombia, Bogotá DC, Colombia, <sup>2</sup>Universitat Oberta de Catalunya, Barcelona, Spain*
- 0437 Transmission of linguistic variables during childhood: mutual influences in the peer group**  
*Stéphanie Barbu<sup>1</sup>, Aurélie Nardy<sup>2</sup>, Jean-Pierre Chevrot<sup>2</sup>, <sup>1</sup>UMR CNRS 6552 Éthologie animale et humaine, Rennes, France, <sup>2</sup>LIDILEM, Grenoble, France*
- 0438 Phonological neighbourhoods in the vocabularies of Dutch typically developing children and children with a familial risk of dyslexia**  
*Elise de Bree<sup>1</sup>, Tania Zamuner<sup>1</sup>, Frank Wijnen<sup>1</sup>, <sup>1</sup>Utrecht University - UiL OTS, Utrecht, The Netherlands, <sup>2</sup>University of Ottawa, Ottawa, Canada*

- 0439 ERP responses to morphosyntactic agreement violations in a passive listening task**  
Emily Zane<sup>1</sup>, Sarah Kresh<sup>1</sup>, Marisa Genuardi<sup>1</sup>, Valerie L. Shafer<sup>1</sup>, Richard G. Schwartz<sup>1</sup>, <sup>1</sup>*CUNY Graduate Center, New York, New York, USA*
- 0440 On the anaphoric relations of subject pronouns in child monolingual, heritage and non-native English**  
 Raquel Fernández Fuertes<sup>1</sup>, Elisa Rosado Villegas<sup>2</sup>, Aurora Bel<sup>3</sup>, Juana M. Licerias<sup>4</sup>, <sup>1</sup>*University of Valladolid, Valladolid, Spain*, <sup>2</sup>*University of Barcelona, Barcelona, Spain*, <sup>3</sup>*Pompeu Fabra University, Barcelona, Spain*, <sup>4</sup>*University of Ottawa, Ottawa, Ontario, Canada*
- 0441 The role of gaze behavior in interaction between children with hearing impairment and normally hearing peers.**  
 Olof Sandgren<sup>1</sup>, Richard Andersson<sup>1</sup>, Kristina Hansson<sup>1</sup>, Birgitta Sahlén<sup>1</sup>, <sup>1</sup>*Lund University, Lund, Sweden*
- 0442 Stages in late phonological development: Expansion, Stabilization and Resolution**  
Verónica Martínez<sup>1</sup>, Eliseo Díez-Itza<sup>2</sup>, <sup>1</sup>*University of Barcelona, Barcelona, Spain*, <sup>2</sup>*University of Oviedo, Oviedo, Spain*
- 0444 Consonant production in cri du chat syndrome – a multi-case study**  
Kristian Emil Kristoffersen<sup>1</sup>, Hanne Gram Simonsen<sup>1</sup>, Nina Gram Garmann<sup>1</sup>, <sup>1</sup>*University of Oslo, Oslo, Norway*
- 0447 Japanese 28-month-olds' inference about verb meaning from syntactic frames**  
Tessei Kobayashi<sup>1</sup>, Takaaki Suzuki<sup>2</sup>, <sup>1</sup>*NTT Communication Science Laboratories, Kyoto, Japan*, <sup>2</sup>*Kyoto Sangyo University, Kyoto, Japan*
- 0448 The acquisition of two-consonant clusters in Finnish**  
Sari Kunnari<sup>1</sup>, Tuula Savinainen-Makkonen<sup>1</sup>, <sup>1</sup>*University of Oulu, Faculty of Humanities, Oulu, Finland*
- 0449 Root infinitives in the early successive acquisition of German**  
Monika Rothweiler<sup>1</sup>, <sup>1</sup>*University of Bremen, Bremen, Germany*
- 0452 Investigating children's omission of English third singular –s: The defaulting hypothesis**  
Sanna Rasanen<sup>1</sup>, Julian Pine<sup>1</sup>, Ben Ambridge<sup>1</sup>, <sup>1</sup>*University of Liverpool, Liverpool, UK*
- 0457 On-line comprehension of object clitics by French-speaking SLI, L2 and L2-SLI children.**  
Aude Laloi<sup>1</sup>, Anne Baker<sup>1</sup>, Jan de Jong<sup>1</sup>, <sup>1</sup>*University of Amsterdam, Amsterdam, The Netherlands*
- 0458 Acquisition of non-adjacent phonological dependencies in the first year of life: Consonant versus vowel dependencies**  
Nayeli Gonzalez Gomez<sup>1</sup>, Thierry Nazzi<sup>2</sup>, <sup>1</sup>*Universite Paris Descartes, Paris, France*, <sup>2</sup>*CNRS, Laboratoire Psychologie de la Perception, Paris, France*
- 0460 German Children's Pronoun Case Errors are not Rare but Systematic**  
Barbara Stumper<sup>1</sup>, Elena Lieven<sup>1</sup>, <sup>1</sup>*Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany*
- 0463 Toddler's recognition of noise-vocoded speech**  
Monita Chatterjee<sup>1</sup>, Rochelle Newman<sup>1</sup>, Giovanna Morini<sup>1</sup>, Daniel Eisenberg<sup>1</sup>, <sup>1</sup>*University of Maryland, College Park, MD, USA*
- 0464 Home Literacy Environment and Maternal Responsiveness as Predictors of**

### **Preschool Outcomes**

Caitlin Phillips<sup>1</sup>, Michelle Jackson<sup>1</sup>, Margaret Friend<sup>1</sup>, <sup>1</sup>*San Diego State University, San Diego, CA, USA*

- 0465 Relationships between Toddler's Mental State Language and Their Theory of Mind Abilities**  
Sabrina Sarah Chiarella<sup>1</sup>, Diane Poulin-Dubois<sup>1</sup>, Susanne Kristen<sup>2</sup>, Beate Sodian<sup>2</sup>, <sup>1</sup>*Concordia University, Montreal, Canada*, <sup>2</sup>*Ludwig Maximilian University of Munich, Munich, Germany*
- 0467 The adaptation into French of a screening tool aimed at identifying language impairment for children between 12 and 71 months.**  
Marianne Paul<sup>1</sup>, <sup>1</sup>*McGill University, Montreal, Canada*
- 0468 The Effect of Ecological Factors and Linguistic Skills on Event Memory**  
Ercenur Unal<sup>1</sup>, Aylin C. Kuntay<sup>1</sup>, <sup>1</sup>*Koc University, Istanbul, Turkey*
- 0470 Can English-speaking and Korean-speaking Children Use Variability Across Events in Verb Learning?**  
Kristin Benavides<sup>1</sup>, Jae Paik<sup>2</sup>, Jane Childers<sup>1</sup>, Neathery Thurmond<sup>1</sup>, Clarissa Terrell<sup>1</sup>, <sup>1</sup>*Trinity University, San Antonio, Texas, USA*, <sup>2</sup>*San Francisco State University, San Francisco, CA, USA*
- 0473 Language vs. Cognition Preferences in Two and Four Year Olds**  
Hartman Brawley<sup>1</sup>, Laura Wagner<sup>1</sup>, <sup>1</sup>*Ohio State University, Columbus, OH, USA*
- 0474 What the eyes don't see: How the visual scene affects children's ability to demonstrate linguistic knowledge in visual world paradigms**  
Caroline Rowland<sup>1</sup>, Angel Chan<sup>2</sup>, <sup>1</sup>*University of Liverpool, Liverpool, UK*, <sup>2</sup>*Hong Kong Polytechnic University, Hong Kong, Hong Kong*
- 0475 Narratives across Contexts in School Age Children with High Functioning Autism**  
Janie Lai<sup>1</sup>, Judy Reilly<sup>1</sup>, <sup>1</sup>*San Diego State University, San Diego, CA, USA*
- 0477 Is Print key information for young children during storybook independent reading: evidence from the comparison of eyemovements on the print and main character**  
Baogen Liu<sup>1</sup>, Jing Zhou<sup>1</sup>, Xiaomei Gao<sup>1</sup>, Linhui Li<sup>1</sup>, <sup>1</sup>*Department of preschool education, East China Normal University, Shanghai, China*
- 0478 Is Nonword Repetition a Good Measure for Bilingual Preschoolers?**  
Myrto Brandeker<sup>1</sup>, Elin Thordardottir<sup>1</sup>, <sup>1</sup>*McGill University, Montreal, Canada*, <sup>2</sup>*CRIR (Centre interdisciplinaire de recherche en réadaptation du Montréal métropolitain), Montreal, Canada*
- 0479 Asking parents about their children's pragmatic development: testing two versions of a questionnaire**  
Sonia Mariscal<sup>1</sup>, Juan Carlos Pastrana<sup>1</sup>, <sup>1</sup>*Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain*
- 0480 LOLE: From oral to written language. An instruction program for phonological awareness in kindergarten**  
Angeles Mayor<sup>1</sup>, Begoña Zubiauz<sup>1</sup>, Manuel Peralbo<sup>2</sup>, Luz Fernandez<sup>2</sup>, Alejandro Tunas<sup>2</sup>, Juan Brenlla<sup>2</sup>, <sup>1</sup>*University of Salamanca, Salamanca, Spain*, <sup>2</sup>*University of A Coruña, A Coruña, Spain*
- 0481 Vocabulary development and Word & Non-Word repetition, in Spanish 2 to 4 year-olds**

Sonia Mariscal<sup>1</sup>, Carlos Gallego<sup>1</sup>, Berta Puig<sup>1</sup>, Susana Lopez-Ornat<sup>1</sup>, <sup>1</sup>*Universidad Nacional de Educación a Distancia (UNED), Madrid, Spain*

- 0482 Communicative acts during play interaction between Mandarin-speaking mothers and children with Autism: A preliminary study**  
Fang-yi Chu<sup>1</sup>, Hui-ju Chen<sup>1</sup>, Chien-ju Chang<sup>1</sup>, <sup>1</sup>*National Taiwan Normal University, Taipei, Taiwan*
- 0483 Does a Behavioral Experiment on Language-Based Reasoning Support the Neurological Findings?**  
Jodi Tommerdahl<sup>1</sup>, Paul Moran<sup>1</sup>, <sup>1</sup>*University of Texas in Arlington, Arlington, TX, USA*, <sup>2</sup>*University of Chester, Chester, UK*
- 0484 CLEX: Cross-linguistic lexical norms online**  
Rune Nørgaard Jørgensen<sup>1</sup>, Philip S. Dale<sup>2</sup>, Dorthe Bleses<sup>1</sup>, Larry Fenson<sup>3</sup>, <sup>1</sup>*University of Southern Denmark, Odense, Denmark*, <sup>2</sup>*University of New Mexico, Albuquerque, USA*, <sup>3</sup>*San Diego State University, San Diego State, USA*
- 0485 Oppositional Discourse Markers in Turkish Children's Peer Conversations**  
Bahar Köymen<sup>1</sup>, Aylin Küntay<sup>1</sup>, <sup>1</sup>*Koç University, Istanbul, Turkey*
- 0486 The role of within-category semantic variability in word learning**  
Gwyneth Rost<sup>1</sup>, Karla McGregor<sup>1</sup>, <sup>1</sup>*The University of Iowa, Iowa City, IA, USA*
- 0488 Production-comprehension asymmetry of word order: Dutch preschoolers tested with three different comprehension tasks**  
Gisi Cannizzaro<sup>1</sup>, <sup>1</sup>*University of Groningen, Groningen, The Netherlands*
- 0489 Children's Talk about Art**  
Laura Schneebaum<sup>1</sup>, Adina Schick<sup>1</sup>, Gigliana Melzi<sup>1</sup>, <sup>1</sup>*New York University, New York, NY, USA*
- 0490 Learning Words from a Skirt-Wearing Boy: Exploring the Depth of Conventionality Bias in Children's Word Learning**  
Sevda Bahtiyar<sup>1</sup>, Mark Sabbagh<sup>1</sup>, Jenna Rines<sup>1</sup>, <sup>1</sup>*Queen's University, Kingston, Ontario, Canada*
- 0491 Retrieving the meaning of words from syntactic cues: A comprehension study of 2 to 4 yrs old French-speaking children**  
Edy Veneziano<sup>1</sup>, Christophe Parisse<sup>2</sup>, <sup>1</sup>*Université Paris Descartes-CNRS, MoDyCo, UMR 7114, Paris, France*, <sup>2</sup>*Université Paris Ouest - CNRS, MoDyCo, UMR 7114, Paris, France*
- 0492 The Construction of Narrative Temporality in Dual Language Learning Latino Head Start Children**  
Joy Lorenzo Kennedy<sup>1</sup>, <sup>1</sup>*New York University, New York, NY, USA*, <sup>2</sup>*The Children's Aid Society, New York, NY, USA*
- 0493 Learning verbs before nouns: Early sensitivity to verb morphosyntactic cues in Japanese 16-month-old children**  
Yuriko Oshima-Takane<sup>1</sup>, Tessei Kobayashi<sup>2</sup>, <sup>1</sup>*McGill University, Montreal, Canada*, <sup>2</sup>*NTT Communication Science Laboratories, Kyoto, Japan*
- 0494 Simultaneous Gesture and Language Production in School-age Children with Perinatal Stroke**  
Angel H. Li<sup>1</sup>, Philip T. Lai<sup>1</sup>, Judy S. Reilly<sup>1</sup>, <sup>1</sup>*San Diego State University, San Diego, CA, USA*
- 0496 Phonological development in Dutch SLI**

Annelies Bron<sup>1</sup>, Annette Scheper<sup>1</sup>, <sup>1</sup>*Royal Dutch Kentalis, Eindhoven, The Netherlands*

- 0497 Space and language: the acquisition of *aquí* in Spanish.**  
Soraya Cortiñas-Ansoar<sup>1</sup>, <sup>1</sup>*Universidade de Santiago de Compostela, Santiago de Compostela, A Coruña, Spain*
- 0498 Linguistic diversity in a nationally representative sample of Australian 4- to 5-year-old children and their parents**  
Sharynne McLeod<sup>1</sup>, <sup>1</sup>*Charles Sturt University, Bathurst, Australia*
- 0499 Proposal for the codification of communicative intentions in the *Koiné* corpus of child talk.**  
Beatriz Dieste Quiroga<sup>1</sup>, <sup>1</sup>*Universidade de Santiago de Compostela, Santiago de Compostela, A Coruña, Spain*
- 0500 A CHILDES-based study of English *where*-questions: The important role of input in language development**  
Nobuyo Fukaya<sup>1</sup>, <sup>1</sup>*Tsuda College, Tokyo, Japan*
- 0501 Production and Comprehension of the plural: Examining converging versus isolated cues.**  
Ulrike Hahn<sup>1</sup>, Merce Prat-Sala<sup>1</sup>, <sup>1</sup>*Cardiff University, Cardiff, UK*, <sup>2</sup>*The University of Winchester, Winchester, UK*
- 0503 Effect of Word Length on the Frequency of Stuttering in Japanese Children Who Stutter**  
Sachiyo Shimamori<sup>1</sup>, Tomohiko Ito<sup>1</sup>, Suzy.E Fukuda<sup>2</sup>, Shinji Fukuda<sup>3</sup>, <sup>1</sup>*Tokyo Gakugei University, Tokyo, Japan*, <sup>2</sup>*Aoyama Gakuin University, Tokyo, Japan*, <sup>3</sup>*Health Science University of Hokkaido, Hokkaido, Japan*
- 0505 Parental Linguistic Input and Children's Vocabulary Development**  
Christine Cox Eriksson<sup>1</sup>, <sup>1</sup>*Department of Special Education, Stockholm University, Stockholm, Sweden*
- 0506 Understanding early grammar acquisition in Spanish: a multi-method approach**  
Marta Casla<sup>1</sup>, Sonia Mariscal<sup>2</sup>, Irene Rujas<sup>1</sup>, Javier Aguado-Orea<sup>3</sup>, Ana Prior<sup>4</sup>  
<sup>1</sup>*Universidad Autónoma de Madrid, Spain*, <sup>2</sup>*Universidad Nacional de Educación a Distancia, Madrid*, <sup>3</sup>*Universidad Complutense de Madrid, Spain*, <sup>4</sup>*University of Haifa, Israel*
- 0507 Development of ergative case marking in Basque L1 and L2**  
Itziar Idiazabal<sup>1</sup>, Margareta Almgren<sup>1</sup>, Ibon Manterola<sup>1</sup>, <sup>1</sup>*University of the Basque Country, VITORIA\_GASTEIZ, Spain*
- 0508 The Impact of Dual-Tasking on Sentence Comprehension in Children with Specific Language Impairment**  
Anne-Lise Leclercq<sup>1</sup>, Steve Majerus<sup>1</sup>, Gaid Prigent<sup>1</sup>, Christelle Maillart<sup>1</sup>, <sup>1</sup>*University of Liege, Liege, Belgium*
- 0510 A new tool to test the perception of the phonemes relevant for German verb-morphology**  
Johannes Hennies<sup>1</sup>, Eva Wimmer<sup>2</sup>, Martina Penke<sup>3</sup>, Monika Rothweiler<sup>2</sup>, Markus Hess<sup>1</sup>, <sup>1</sup>*University Medical-Center Hamburg-Eppendorf, Hamburg, Germany*, <sup>2</sup>*University of Bremen, Bremen, Germany*, <sup>3</sup>*University of Cologne, Cologne, Germany*
- 0511 Giving directions: linguistic strategies by children aged 6 to 9**  
Susanne Guckelsberger<sup>1</sup>, <sup>1</sup>*University of Hamburg, Hamburg, Germany*

- 0512 A phonetic and phonological account of «consonantless children»**  
 Annie Rialland<sup>1</sup>, Sophie Wauquier<sup>1</sup>, Marie-Thérèse Le Normand<sup>1</sup>, <sup>1</sup>CNRS/Paris 3, Paris, France, <sup>2</sup>CNRS/Paris 8, Paris, France, <sup>3</sup>CNRS/INSERM, Paris, France
- 0513 How do Turkish-German early successive bilinguals acquire German past participles?**  
 Franziska Sterner<sup>1</sup>, <sup>1</sup>University of Hamburg, Hamburg, Germany
- 0514 Morphosyntactic disorders as a consequence of categorization difficulty in children with specific language impairment**  
 Sandrine Leroy<sup>1</sup>, Christophe Parisse<sup>1</sup>, Christelle Maillart<sup>1</sup>, <sup>1</sup>University of Liège, Liège, Belgium
- 0515 The L2-Acquisition of the German Number System by Children with Russian or Turkish as their First Language and its Implications for Morphological Theories**  
 Verena Wecker<sup>1</sup>, <sup>1</sup>Westfälische Wilhelms-Universität, Münster, Germany
- 0516 Motion events in German early child language: a naturalistic longitudinal study**  
 Eva Maria Freiberger<sup>1</sup>, <sup>1</sup>Austrian Academy of Sciences, Vienna, Austria
- 0517 From picture to print: The reading and literacy development of Chinese young children**  
 Jing Zhou<sup>1</sup>, Jing Zhou<sup>2</sup>, Baogen Liu<sup>1</sup>, <sup>1</sup>School of Preschool Education and Special Education, East China Normal University, Shanghai, China, <sup>2</sup>The Center for the Study and Application of Chinese Characters, East China Normal University, Shanghai, China
- 0518 Text connectors in oral narratives in Basque and Spanish L1 and L2**  
 Ibon Manterola<sup>1</sup>, Margareta Almgren<sup>1</sup>, Itziar Idiazabal<sup>1</sup>, <sup>1</sup>University of the Basque Country, Vitoria-Gasteiz, Basque Country, Spain
- 0519 Interactive reading with deaf pupils: progress in discourse and morphosyntactic development**  
 Marie-Pierre Baron<sup>1</sup>, Hélène Makdissi<sup>1</sup>, Andrée Boisclair<sup>1</sup>, Edy Veneziano<sup>2</sup>, <sup>1</sup>Université Laval, Québec, Québec, Canada, <sup>2</sup>Université Paris Descartes, Paris, France
- 0520 The Continuity of the Home-School Storytelling Experiences of Dual-Language Learners**  
 Adina Schick<sup>1</sup>, Gigliana Melzi<sup>1</sup>, <sup>1</sup>New York University, New York, New York, USA
- 0521 Phonological representations in children with SLI : a study of French vowels.**  
 Christelle Maillart<sup>1</sup>, Julia Cazeneuve<sup>1</sup>, Andrea MacLeod<sup>2</sup>, <sup>1</sup>University of Liege, Liege, Belgium, <sup>2</sup>Université Laval, Quebec, Canada
- 0522 Oral narratives with pedagogical intervention as a way to improve reading comprehension: A longitudinal study**  
 Hélène Makdissi<sup>1</sup>, Edy Veneziano<sup>2</sup>, Andrée Boisclair<sup>1</sup>, Marie-Pierre Baron<sup>1</sup>, Chantal Caracci<sup>2</sup>, Christian Hudelot<sup>3</sup>, Marie-Hélène Plumet<sup>4</sup>, Serge Poncin<sup>2</sup>, Nathalie Salagnac<sup>5</sup>, <sup>1</sup>Université Laval, Québec, Québec, Canada, <sup>2</sup>Université Paris Descartes - CRNS, MoDyCo, UMR 7114, Paris, France, <sup>3</sup>BCL, UMR 6039, CNRS & Université de Nice Sophia-Antipolis, Nice, France, <sup>4</sup>Université Paris Descartes - INSERM, UMR 663, Paris, France, <sup>5</sup>IUFM de Lille (Centre de Gravelines), Gravelines, France
- 0523 The comparative effect of two intervention procedures on the evaluative component of narratives in SLI French children**  
 Marie-Thérèse LE NORMAND<sup>1</sup>, Edy VENEZIANO<sup>2</sup>, Audrey SCRIPZAC<sup>3</sup>, Fanny TESTAGROSSA<sup>3</sup>, <sup>1</sup>Université Paris Descartes, CNRS-INSERM, LPNcog, Paris, France, <sup>2</sup>Université Paris Descartes - CNRS, MoDyCo, Boulogne-Billancourt, France, <sup>3</sup>Ecole

*d'Orthophonie, Nantes, France*

- 0524 Negative input: Evidence from Russian**  
*Victoria Kazakovskaya<sup>1</sup>, <sup>1</sup>Institute of Linguistic Studies (RAS), St. Petersburg, Russia*
- 0525 Developing of a detached discourse stance in L2 Spanish**  
*Elisa Rosado<sup>1</sup>, Melina Aparici<sup>2</sup>, Lilliana Tolchinsky<sup>1</sup>, Joan Perera<sup>1</sup>, <sup>1</sup>Universitat de Barcelona, Barcelona, Spain, <sup>2</sup>Universitat Autònoma de Barcelona, Barcelona, Spain*
- 0527 Skills related to phonological and morphological processing in first grade children with reading difficulties**  
*Marie-Catherine St-Pierre<sup>1</sup>, Edith Lambert-Bonin<sup>1</sup>, Christel Mérette-Attiew<sup>1</sup>, <sup>1</sup>Université Laval, Québec, Québec, Canada*
- 0529 Phonetic and Phonological Acquisition Among French Preschool-Aged Children**  
*Andrea A.N. MacLeod<sup>1</sup>, <sup>1</sup>Université Laval, Québec, Québec, Canada*
- 0530 The Roots of Action Verbs in Event Structure: A Neurophysiological Perspective**  
*Amy Pace<sup>1</sup>, Margaret Friend<sup>1</sup>, Leslie Carver<sup>2</sup>, <sup>1</sup>San Diego State University, San Diego, CA, USA, <sup>2</sup>University of California, San Diego, San Diego, CA, USA*
- 0531 Narrative Development across Tasks and Languages in Dual Language Learning Latino Children**  
*Joy Lorenzo Kennedy<sup>1</sup>, <sup>1</sup>New York University, New York, NY, USA, <sup>2</sup>The Children's Aid Society, New York, NY, USA*
- 0534 Language and Affective Expression in Children with Perinatal Stroke**  
*Philip Lai<sup>1</sup>, Angel Li<sup>2</sup>, Judy Reilly<sup>3</sup>, <sup>1</sup>San Diego State University/University of California San Diego, San Diego, CA, USA, <sup>2</sup>San Diego State University, San Diego, CA, USA, <sup>3</sup>San Diego State University/Université de Poitiers, San Diego, CA, USA*
- 0535 Can children perceive fine phonetic detail from own productions?**  
*Larissa Cristina Berti<sup>1</sup>, <sup>1</sup>São Paulo State University, Marília, São Paulo, Brazil*
- 0537 Understanding maternal behaviours that promote early language acquisition**  
*Penny Levickis<sup>1</sup>, Melissa Wake<sup>1</sup>, Sheena Reilly<sup>1</sup>, Luigi Girolametto<sup>2</sup>, Obioha Ukoumunne<sup>3</sup>, <sup>1</sup>Murdoch Childrens Research Institute, Royal Children's Hospital, University of Melbourne, Parkville, Victoria, Australia, <sup>2</sup>University of Toronto, Toronto, Ontario, Canada, <sup>3</sup>University of Exeter, Exeter, UK*
- 0538 How do children answer positive and negative yes/no questions? Are they "yes biased"? Are they not "no biased"?**  
*Mahdi Bouzhmehrani<sup>1</sup>, <sup>1</sup>Tarbiat Modares University, Tehran, Iran*
- 0540 An Assessment Tool for Child L2 Mandarin Receptive Vocabulary**  
*Angel CHAN<sup>1</sup>, Kathy LEE<sup>2</sup>, Virginia YIP<sup>2</sup>, <sup>1</sup>The Hong Kong Polytechnic University, Hong Kong, Hong Kong, <sup>2</sup>The Chinese University of Hong Kong, Hong Kong, Hong Kong*
- 0541 On the acquisition of adjective gradation by Austrian and Lithuanian typically developing (TD) and SLI children**  
*Wolfgang U. Dressler<sup>1</sup>, Bettina Fürst<sup>1</sup>, Laura Kamandulyte-Merfeldiene<sup>2</sup>, Sabine Laaha<sup>1</sup>, <sup>1</sup>Austrian Academy of Sciences, Vienna, Austria, <sup>2</sup>Vytautas Magnus University, Kaunas, Lithuania*
- 0543 Does syntactic development in early second language acquisition need nouns and verbs?**  
*Barbara Geist<sup>1</sup>, Petra Schulz<sup>1</sup>, <sup>1</sup>Goethe-Universität, Frankfurt am Main, Germany*

- 0546** **Storytelling co-construction based on a wordless picture book: comparison between mother-specific language impairment children and mother-normally developing children dyads**  
Geneviève de Weck<sup>1</sup>, Anne Salazar Orvig<sup>2</sup>, Somayeh Rahmati<sup>1</sup>, Tiziana Bignasca<sup>1</sup>, Christine da Silva<sup>2</sup>, Stefano Rezzonico<sup>1</sup>, <sup>1</sup>*University of Neuchâtel, Neuchâtel, Switzerland,* <sup>2</sup>*University Paris3 - Sorbonne Nouvelle, Paris, France*
- 0547** **Characteristics of explanations and justifications produced by mother-child dyads with or without SLI**  
Stefano Rezzonico<sup>1</sup>, Geneviève de Weck<sup>1</sup>, Anne Salazar Orvig<sup>2</sup>, <sup>1</sup>*University of Neuchâtel, Neuchâtel, Switzerland,* <sup>2</sup>*University Paris3 Sorbonne-Nouvelle, Paris, France*
- 0549** **Relevance inferences in 3-year-olds based on pre-conditions for actions**  
Cornelia Schulze<sup>1</sup>, Susanne Grassmann<sup>2</sup>, Michael Tomasello<sup>1</sup>, <sup>1</sup>*Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany,* <sup>2</sup>*University of Groningen, Groningen, The Netherlands*
- 0550** **Children's reliance on the pause as prosodic boundary marker: ERP studies on intonational phrase perception in German 3- and 6-year-olds**  
Claudia Männel<sup>1</sup>, Angela D. Friederici<sup>1</sup>, <sup>1</sup>*Max Planck Institute for Human Cognitive and Brain Sciences, Leipzig, Germany*
- 0551** **Priming the production of subordinate clauses in a narrative context**  
Ludovica Serratrice<sup>1</sup>, Anne Hesketh<sup>1</sup>, Rachel Ashworth<sup>1</sup>, <sup>1</sup>*The University of Manchester, Manchester, UK*

SCHEDULE DAY 4	
	FRIDAY JULY 22
12:30 – 14:30	LUNCH <b>POSTER SESSION 1</b>
16:45 – 18:30	<b>POSTER SESSION 1</b> HORS-D'OEUVRES & CASH BAR

Meredith Rowe

From baby talk to academic language:  
A festschrift poster symposium in honor of Catherine Snow

**Word characteristics related to the acquisition of high frequency academic vocabulary in young English language learners and their English proficient classmates**

Diane August, *Center for Applied Linguistics*

**Can L1 vocabulary skills predict L2 vocabulary development? A study of Turkish immigrant children learning Norwegian as a second language**

Vibeke Grøver Aukrust<sup>1</sup>, Veslemøy Rydland<sup>1</sup>, Joshua F. Lawrence<sup>2</sup> <sup>1</sup>*University of Oslo*, <sup>2</sup>*Harvard University*

**Academic language in transition: Observations of student-teacher interactions across preschool and kindergarten activity settings**

Alison L. Bailey, *UCLA*

**Extended discourse in preschoolers' mealtime conversations**

Diane E. Beals, *University of Tulsa*

**Prekindergarten teachers expanding beliefs and knowledge of early writing**

M. Susan Burns, Julie K. Kidd, *George Mason University*

**Long-term associations between talk in preschool and grade four language and reading skills**

David Dickinson<sup>1</sup>, Michelle Porche<sup>2</sup> <sup>1</sup>*Vanderbilt*, <sup>2</sup>*Wellesley College*

**Supporting more than basic skills within an adolescent reading intervention**

Lowry Hemphill, *Wheelock College*

**EVOCA: Enhancing Vocabulary through Cognate Awareness**

Liz Howard, *University of Connecticut*

**Learning and maintaining academic vocabulary: A follow-up evaluation of the Word Generation Program**

Joshua F. Lawrence<sup>1</sup>, Claire White<sup>2</sup>, Lauren Capotosto<sup>1</sup>, Lee Branum-Martin<sup>3</sup>, Catherine E. Snow<sup>1</sup> <sup>1</sup>*Harvard University, Strategic Educational research Partnership*<sup>2</sup>, <sup>3</sup>*University of Houston*

**Low-income Chilean parents' talk about writing: Links to children's literacy skills**

Diana Leyva, Andrea Rolla, Monica Berrocal, Monica Rodriguez, Magdalena Infante *Harvard University*

**Parents' speech to young children: Additional dimensions of syntactic simplicity**

Anat Ninio, *The Hebrew University of Jerusalem*

**Patterns of language and literacy development for Spanish-speaking children**

Mariela M. Pérez<sup>1</sup>, Patton O. Tabors<sup>2</sup> <sup>1</sup>*Boston College*, <sup>2</sup>*Harvard University*

**Verbal fluency in bilingual children**

Kathleen Peets<sup>1</sup>, Lynn Luo<sup>2</sup>, Ellen Bialystok<sup>2</sup> <sup>1</sup>*Ryerson University*, <sup>2</sup>*York University*

**Modeling degrees of bilingualism and their relationship to metalinguistic awareness in English and Spanish**

Patrick Proctor<sup>1</sup>, Rebecca Silverman<sup>2</sup>, Jeffrey Harring<sup>2</sup> <sup>1</sup>*Boston College*, <sup>2</sup>*University of Maryland*

**Caregiver input before joint attention: the role of multimodal motherese**

Pam Rollins *University of Texas, Dallas*

**Measuring children's vocabulary sophistication from parent-child interactions: A Rasch analysis of words spoken**

Meredith Rowe *University of Maryland*

**Does maternal schooling and literacy play the same role in mother-child communication in low-income US and Venezuelan families?**

Beatrice Schell-Anzola<sup>1</sup>, Meredith Rowe<sup>2</sup>, Barbara Alexander Pan<sup>1</sup>, Robert A. Levine<sup>1</sup> <sup>1</sup>*Harvard University*, <sup>2</sup>*University of Maryland*

**Comparing vocabulary in narratives written by English-Language learners and native English speakers**

Rebecca Silverman<sup>1</sup>, David Coker<sup>2</sup> <sup>1</sup>*University of Maryland*, <sup>2</sup>*University of Delaware*

**Relationships between naturally-occurring social cognition and language in children's early peer play**

Joan Test *Missouri State University*

**"I do agree": Academic discourse development in teenagers' persuasive writing**

Paola Uccelli<sup>1</sup>, Martha Shiro<sup>2</sup> <sup>1</sup>*Harvard University*, <sup>2</sup>*Universidad Central de Venezuela*

**Oral proficiency and reading comprehension in Cantonese-speaking ELLs in Canada and the U.S.**

Yuuko Uchikoshi<sup>1</sup>, Stefka Marinova-Todd<sup>2</sup> <sup>1</sup>*UC Davis*, <sup>2</sup>*University of British Columbia*,

**Early literacy in Hindi: The role of oral reading fluency**

Shaher Banu Vagh<sup>1</sup>, Gina Biancarosa<sup>2</sup> <sup>1</sup>*Assessment Survey, Evaluation (ASER) Center*, <sup>2</sup>*University of Oregon*

**Relationships between narrative production, word definition, and receptive vocabulary in a South African sample**

Ingrid Willenberg<sup>1</sup>, <sup>1</sup>*Macquarie University, Sydney, New South Wales, Australia*

- 0390 Statistical bootstrapping in emerging lexicons: Late talkers do it differently**  
 Stephanie Stokes<sup>1</sup>, Sophie Kern<sup>2</sup>, Dorte Bleses<sup>3</sup>, Christophe dos Santos<sup>4</sup>, Hans Basboll<sup>3</sup>,  
 Claus Lambertsen<sup>3</sup>, <sup>1</sup>University of Canterbury, Christchurch, New Zealand, <sup>2</sup>Laboratory  
 Dynamique de Langage, Lyon, France, <sup>3</sup>University of Southern Denmark, Odense,  
 Denmark, <sup>4</sup>Universite Francois Rabelais de Tours, Tours, France
- 0410 The path children follow in the acquisition of the Turkish causative**  
 Mine Nakipoglu<sup>1</sup>, Özge Sarigul<sup>1</sup>, Neslihan Yumrutas<sup>1</sup>, Esra Yildiz<sup>1</sup>, <sup>1</sup>Bogazici University,  
 Istanbul, Turkey
- 0432 A developmental study of referential strategies in the Thai Frog Stories**  
 Theeraporn Ratitamkul<sup>1</sup>, <sup>1</sup>Chulalongkorn University, Bangkok, Thailand
- 0453 Production enhances non-word recognition**  
 Tania Zamuner<sup>1</sup>, Mike Page<sup>2</sup>, <sup>1</sup>University of Ottawa, Ottawa, Ontario, Canada, <sup>2</sup>University  
 of Hertfordshire, Hertfordshire, UK
- 0558 Frog, where are you?: Language production in young school age L1 Irish speaking  
 bilingual children in a narrative task.**  
 Sarah-Ann Muckley<sup>1</sup>, Stanislava Antonijevic<sup>1</sup>, <sup>1</sup>National University of Ireland, Galway,  
 Galway, Ireland
- 0561 Acquisition of plural noun and past tense morphology in Dutch: The roles of  
 phonology and frequency**  
 Judith Rispens<sup>1</sup>, Elise de Bree<sup>2</sup>, Annemarie Kerkhoff<sup>2</sup>, <sup>1</sup>University of Amsterdam,  
 Amsterdam, The Netherlands, <sup>2</sup>University of Utrecht, Utrecht, The Netherlands
- 0562 Does *putting* make a good *pudding*? Detecting word-medial mispronunciations of  
 voicing in monomorphemic and bimorphemic forms in Dutch.**  
 Helen Buckler<sup>1</sup>, Paula Fikkert<sup>1</sup>, <sup>1</sup>Max Planck Institute for Psycholinguistics, Nijmegen, The  
 Netherlands, <sup>2</sup>Radboud University, Nijmegen, The Netherlands
- 0563 CREATIVE ERRORS IN SPONTANEOUS SPEECH IN JAPANESE SPECIFIC  
 LANGUAGE IMPAIRMENT: A CASE STUDY**  
 Tomohiko Ito<sup>1</sup>, Suzy E. Fukuda<sup>2</sup>, Shinji Fukuda<sup>3</sup>, <sup>1</sup>Tokyo Gakugei University,  
 Musashikoganei, Tokyo, Japan, <sup>2</sup>Aoyama Gakuin University, Shibuya, Tokyo, Japan,  
<sup>3</sup>Health Science University of Hokkaido, Sapporo, Japan
- 0564 From One Place to the Next**  
 Sho Tsuji<sup>2</sup>, Paula Fikkert<sup>1</sup>, Reiko Mazuka<sup>2</sup>, <sup>1</sup>Radboud University, Nijmegen, The  
 Netherlands, <sup>2</sup>Riken Brain Science Institute, Wako, Japan
- 0566 Does novel word learning depend on phonological skills or on phonological short-  
 term memory? A study with 4-to-5-year-old French speaking children**  
 Daniela Gabriel Mounir<sup>1</sup>, Lucie Schoenhals<sup>1</sup>, Pascal Zesiger<sup>1</sup>, <sup>1</sup>FPSE, University of  
 Geneva, Geneva, Switzerland
- 0568 Do Turkish Learners Employ the Accusative Case in Finding the Agent?**  
 Yelda Semizer<sup>1</sup>, Ayse Candan<sup>2</sup>, Ercenur Ünal<sup>3</sup>, Letitia R. Naigles<sup>4</sup>, Aylin C.  
 Küntay<sup>3</sup>, <sup>1</sup>Bogaziçi University, Istanbul, Turkey, <sup>2</sup>Cornell University, Ithaca, NY, USA, <sup>3</sup>Koç  
 University, Istanbul, Turkey, <sup>4</sup>University of Connecticut, Storrs, CT, USA
- 0572 Relationship between parent-rated productive vocabulary size and phonological  
 complexity in Swedish infants**  
 Ulrika Marklund<sup>1</sup>, Francisco Lacerda<sup>1</sup>, Iris-Corinna Schwarz<sup>1</sup>, <sup>1</sup>Stockholm University,

Stockholm, Sweden

- 0574 Creative Writing Strategies of Young Children: Evidence from a Study of Chinese Emergent Writing**  
Si Chen<sup>1</sup>, <sup>1</sup>*East China Normal University, Shanghai, China*
- 0575 Event-related gaze analysis in infant eye-tracking studies**  
Ellen Marklund<sup>1</sup>, <sup>1</sup>*Department of Linguistics, Stockholm University, Stockholm, Sweden*
- 0576 Information processing in Dutch children with SLI**  
Annette Scheper<sup>1</sup>, Juliane Cuperus<sup>1</sup>, Heleen van der Vlugt<sup>1</sup>, Annelies Bron<sup>1</sup>, Annemiek ter Wal<sup>1</sup>, Brigitte Vugs<sup>1</sup>, <sup>1</sup>*Koninklijke Kentalis, Eindhoven, The Netherlands*
- 0577 (Re) telling a story: the role of auditory attention and memory in Dutch children with SLI**  
Iris Duinmeijer<sup>1</sup>, Annette Scheper<sup>1</sup>, <sup>1</sup>*Koninklijke Kentalis, Eindhoven, The Netherlands*
- 0578 Sentence repetition and complex syntax in children with language impairment**  
Anne Hesketh<sup>1</sup>, Gina Conti-Ramsden<sup>1</sup>, <sup>1</sup>*The University of Manchester, Manchester, UK*
- 0579 Other-repairs in adult-child interactions : insights about adult's representations of children's linguistic development**  
Marie Collombel<sup>1</sup>, Stéphanie Caët<sup>2</sup>, Naomi Yamaguchi<sup>2</sup>, Aliyah Morgenstern<sup>2</sup>, <sup>1</sup>*Université Paris Descartes, Paris, France*, <sup>2</sup>*Université Sorbonne Nouvelle, Paris, France*
- 0580 A cross-linguistic study on the acquisition of mental state words**  
Diane Poulin-Dubois<sup>1</sup>, Sabrina Chiarella<sup>1</sup>, Susanne Kirsten<sup>2</sup>, Beate Sodian<sup>2</sup>, Tiziana Aureli<sup>3</sup>, Maria Genco<sup>3</sup>, <sup>1</sup>*Concordia University, Montreal, Canada*, <sup>2</sup>*Ludwig-Maximilian U., Munich, Germany*, <sup>3</sup>*University of Chieti-Pescara, Chieti, Italy*
- 0582 The expression of motion events in bilingual first language acquisition**  
Helen Engemann<sup>1</sup>, Henriette Hendriks<sup>1</sup>, <sup>1</sup>*University of Cambridge, Cambridge, UK*
- 0583 The development of complex text construction in Icelandic: Vocabulary and syntactic density in written compared to spoken narratives and expository texts.**  
Hrafnhildur Ragnarsdóttir<sup>1</sup>, <sup>1</sup>*University of Iceland, Reykjavik, Iceland*
- 0584 Taking into account mutual intentions in natural setting: A comparative study of the negotiation of oppositional episodes in autistic and typical children.**  
Marie-Hélène Plumet<sup>1</sup>, Edy Veneziano<sup>2</sup>, Solenne Pingault<sup>3</sup>, <sup>1</sup>*Université Paris Descartes-INSERM, UMR 663, Paris, France*, <sup>2</sup>*Université Paris Descartes-CNRS, MoDyCo, UMR 7114, Paris, France*, <sup>3</sup>*Centre de Ressources Autisme Aquitaine, CH Charles Perrens, Bordeaux, France*
- 0586 Inferential abilities of kindergarten children with specific language impairment**  
Pamela Filiatrault-Veilleux<sup>1</sup>, Geneviève Tarte<sup>1</sup>, Chantal Desmarais<sup>1</sup>, <sup>1</sup>*Université Laval, Québec, Qc, Canada*
- 0587 Standardised English language tests useful for bilingual children with an exposure to English of more than 60%**  
Andrea Krott<sup>3</sup>, Caroline Floccia<sup>1</sup>, Kirsten Abbot-Smith<sup>2</sup>, Allegra Cattani<sup>1</sup>, Frederique Arreckx<sup>1</sup>, <sup>1</sup>*University of Plymouth, Plymouth, UK*, <sup>2</sup>*University of Kent, Kent, UK*, <sup>3</sup>*University of Birmingham, Birmingham, UK*
- 0588 Children's emerging understanding of different time metaphors**  
Lauren J. Stites<sup>1</sup>, Seyda Özçaliskan<sup>1</sup>, <sup>1</sup>*Georgia State University, Atlanta, GA, USA*
- 0589 Morpheme in noise perception in cochlear-implemented and language-impaired**

children

Annemiek Hammer<sup>1</sup>, Martine Coene<sup>1</sup>, <sup>1</sup>*Vrije Universiteit, Amsterdam, The Netherlands*,  
<sup>2</sup>*The Eargroup, Antwerp-Deurne, Belgium*

- 0591 Abstract language use during mother-toddler book sharing: A comparison of storybook and vocabulary book genres**  
Angela Nyhout<sup>1</sup>, Daniela O'Neill<sup>1</sup>, <sup>1</sup>*University of Waterloo, Waterloo, Canada*
- 0592 Use of prepositions by monolingual Spanish-speaking children with and without Language Impairment**  
Alejandra Auza<sup>1</sup>, <sup>1</sup>*Universidad Autónoma de Querétaro, Querétaro, Mexico*
- 0593 When no means no: A comprehension study**  
Keith Austin<sup>1</sup>, Anna Theakston<sup>1</sup>, Elena Lieven<sup>2</sup>, Michael Tomasello<sup>2</sup>, <sup>1</sup>*University of Manchester, Manchester, UK*, <sup>2</sup>*Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany*
- 0594 Acquisition of Elliptical Constructions in Child Mandarin**  
Ruya Li<sup>1</sup>, Dingxu SHI<sup>1</sup>, Jianhua HU<sup>2</sup>, <sup>1</sup>*The Hong Kong Polytechnic University, Hong Kong, China*, <sup>2</sup>*Institute of Linguistics, Chinese Academy of Social Sciences, Beijing, China*
- 0595 Development of Verb Learning: The Changing Role of Syntactic Variation**  
Rachel Albert<sup>1</sup>, Jennifer Schwade<sup>1</sup>, Nicole Kardassakis<sup>1</sup>, Heidi Waterwall<sup>1</sup>, Michael Goldstein<sup>1</sup>, <sup>1</sup>*Cornell University, Ithaca, New York, USA*
- 0596 Sentence production profiles in children with SLI: Effects of task choice on production of verb argument structure.**  
Carol-Anne Murphy<sup>1</sup>, <sup>1</sup>*University of Limerick, Limerick, Ireland*
- 0597 Did she *blink* the tree or *blink around* the tree?: The development of sentence frame effects on motion verb interpretation**  
Emma Keltz<sup>1</sup>, Letitia Naigles<sup>1</sup>, <sup>1</sup>*University of Connecticut, Storrs, CT, USA*
- 0598 Connective use in stories by children with and without language impairment**  
Phyllis Schneider<sup>1</sup>, <sup>1</sup>*University of Alberta, Edmonton, AB, Canada*
- 0599 Phonetic and Phonological Characteristics of Childhood Apraxia of Speech in French-Speaking Preschool Aged Children**  
Line Charron<sup>1</sup>, Ismaël Mériouma-Carron<sup>2</sup>, Marie Gosselin<sup>2</sup>, Andrea A.N. MacLeod<sup>2</sup>, <sup>1</sup>*Institut de Réadaptation de Déficiences Physiques de Québec, Québec, Québec, Canada*, <sup>2</sup>*Université Laval, Québec, Québec, Canada*
- 0600 Explanations and late multimodal development : evidence from French children**  
Michèle Guidetti<sup>1</sup>, Assela Reig Alamillo<sup>2</sup>, Jean-Marc Colletta<sup>3</sup>, <sup>1</sup>*University of Toulouse, Toulouse, France*, <sup>2</sup>*University of Mexico, Mexico, Mexico*, <sup>3</sup>*University Grenoble 3, Grenoble, France*
- 0601 Patterns of gaze to speaking faces in children with autism spectrum disorders.**  
Julia Irwin<sup>1</sup>, Lawrence Brancazio<sup>1</sup>, Lauren Tornatore<sup>1</sup>, Jessica Ross<sup>1</sup>, <sup>1</sup>*Haskins Laboratories, New Haven, CT, USA*
- 0602 'This is a question?' The influence of non-canonical input and functional factors on the L1-acquisition of polar question constructions**  
Ursula Kania<sup>1</sup>, <sup>1</sup>*University of Leipzig, Leipzig, Germany*
- 0605 Predictors of 4-year-old Turkish-speaking Children's Vocabulary and Narrative skills**

Sevcan Ayas Koksai<sup>1</sup>, Nazli Baydar<sup>1</sup>, Aylin Kuntay<sup>1</sup>, <sup>1</sup>*Koc University, Istanbul, Turkey*

- 0606 Comparing specific profiles of phonological and morphological development in Down syndrome**  
Eliseo Diez-Itza<sup>1</sup>, Manuela Miranda<sup>1</sup>, Aranzazu Antón<sup>1</sup>, Verónica Martínez<sup>2</sup>, <sup>1</sup>*University of Oviedo, Oviedo, Spain*, <sup>2</sup>*University of Barcelona, Barcelona, Spain*
- 0607 A stealer is not a man that steals: formal structure and semantic content when defining words of different morphological categories.**  
Milagros Albert<sup>1</sup>, Liliana Tolchinsky<sup>1</sup>, <sup>1</sup>*Universidad de Barcelona, U.B, Barcelona, Spain*
- 0609 Nouns and Verbs in children with Specific Language Impairment (SLI): Evidence from eye movements**  
Llorenç Andreu Barrachina<sup>1</sup>, Jennifer Johnson<sup>2</sup>, Cristina Martí<sup>2</sup>, Javier Rodríguez Ferreiro<sup>2</sup>, Lucia Buil Legaz<sup>3</sup>, Mònica Sanz-Torrent<sup>2</sup>, <sup>1</sup>*Universitat Oberta de Catalunya, Barcelona, Catalunya, Spain*, <sup>2</sup>*Universitat de Barcelona, Barcelona, Catalunya, Spain*, <sup>3</sup>*Universitat de les Illes Balears, Palma de Mallorca, Illes Balears, Spain*
- 0610 Perception of Audio-Visual Speech Synchrony in Children With and Without Specific Language Impairment.**  
Lucia Buil Legaz<sup>1</sup>, Llorenç Andreu Barrachina<sup>3</sup>, Mònica Sanz-Torrent<sup>2</sup>, Cristina Martí<sup>2</sup>, Jennifer Johnson<sup>2</sup>, Ferran Pons<sup>2</sup>, <sup>1</sup>*Universitat de les Illes Balears, Palma de Mallorca, Illes Balears, Spain*, <sup>2</sup>*Universitat de Barcelona, Barcelona, Catalunya, Spain*, <sup>3</sup>*Universitat Oberta de Catalunya, Barcelona, Catalunya, Sri Lanka*
- 0611 The acquisition of the passive in European Portuguese**  
Antónia Estrela<sup>1</sup>, <sup>1</sup>*Centro de Linguística da Universidade Nova de Lisboa, Lisbon, Portugal*
- 0614 Early interpretation of stress and pitch contrasts in European Portuguese**  
Sónia Frota<sup>1</sup>, Cátia Severino<sup>1</sup>, Susana Correia<sup>1</sup>, <sup>1</sup>*Universidade de Lisboa, Lisboa, Portugal*
- 0615 Functional categories in the grammar-pragmatic interface: an account of learning disability and Pragmatic Language Impairment**  
Jacqueline Rodrigues Longchamps<sup>1</sup>, Letícia M. Sicuro Corrêa<sup>1</sup>, <sup>1</sup>*Pontifical Catholic University of Rio de Janeiro, Rio de Janeiro, Rio de Janeiro, Brazil*
- 0617 Early lexical and morphological development assessed by using the Turkish Communicative Development Inventory: A large sample study**  
Funda Acarlar<sup>4</sup>, Ayhan Aksu-Koç<sup>2</sup>, Burçak Aktürk<sup>1</sup>, Beyza Ates Sen<sup>1</sup>, Ilknur Mavis<sup>5</sup>, Aylin Kuntay<sup>1</sup>, Hatice Sofu<sup>6</sup>, Seyhun Topbas<sup>5</sup>, Figen Turan<sup>3</sup>, <sup>1</sup>*Koç University, Istanbul, Turkey*, <sup>2</sup>*Bogaziçi University, Istanbul, Turkey*, <sup>3</sup>*Hacettepe University, Ankara, Turkey*, <sup>4</sup>*Ankara University, Ankara, Turkey*, <sup>5</sup>*Anadolu University, Eskisehir, Turkey*, <sup>6</sup>*Çukurova University, Adana, Turkey*
- 0619 A Study of the Relationship Between Preschool Chinese-speaking Children's Metaphors and Their Social Cognition**  
Li Zheng<sup>1</sup>, <sup>1</sup>*Nanjing Normal University, Nanjing, Jiangsu, China*
- 0620 Does speaker exposure enhance infants' word recognition?**  
Marieke van Heugten<sup>1</sup>, Elizabeth Johnson<sup>1</sup>, <sup>1</sup>*University of Toronto, Mississauga, ON, Canada*
- 0621 Development of syntactic structures in narrative text writing among deaf children**  
Andrée Boisclair<sup>1</sup>, Hélène Makdissi<sup>1</sup>, Caroline Leclerc<sup>1</sup>, <sup>1</sup>*Université Laval, Québec, Qc,*

Canada

- 0622 Development of writing skill from the Vygotskian perspective: analysis of difficulties encountered by pupils in Grades 3 - 4**  
Alice Vanlint<sup>1</sup>, Pauline Sirois<sup>1</sup>, <sup>1</sup>*Université Laval, Québec, Québec, Canada*
- 0623 Acoustic characteristics of maternal speech to young children with typical development and young children with autism**  
Heidi Flores<sup>1</sup>, Jacob Burack<sup>1</sup>, Aparna Nadig<sup>1</sup>, <sup>1</sup>*McGill University, Montreal, Quebec, Canada*
- 0624 Comparing Infants' Learning of Statistical Regularities in Auditory and Visual Sequences with Complex, Familiar Stimuli**  
Jennifer B. Misyak<sup>1</sup>, Lauren L. Emberson<sup>1</sup>, Jennifer A. Schwade<sup>1</sup>, Morten H. Christiansen<sup>1</sup>, Michael H. Goldstein<sup>1</sup>, <sup>1</sup>*Cornell University, Ithaca, NY, USA*
- 0625 The Effect of Language Context on Bilingual Word Recognition**  
Giovanna Morini<sup>1</sup>, Rochelle Newman<sup>1</sup>, <sup>1</sup>*University of Maryland, College Park, Maryland, USA*
- 0631 The predictive value of the development of early vocalizations in very-low-birth-weight children**  
Suvi Stolt<sup>1</sup>, Liisa Lehtonen<sup>2</sup>, Leena Haataja<sup>2</sup>, Helena Lapinleimu<sup>2</sup>, PIPARI Study Group<sup>2</sup>, <sup>1</sup>*University of Turku, Turku, Finland*, <sup>2</sup>*Turku University Hospital, Turku, Finland*
- 0632 The use of questions by Aboriginal pre-school age children and their caregivers in a Walmajarri community**  
Karin Moses<sup>1</sup>, <sup>1</sup>*La Trobe University, Melbourne/Victoria, Australia*
- 0643 Iconicity in Lexical Acquisition: How Do Children Understand the Sound-Symbolic Words varying in Degree of Iconicity?**  
Noburo Saji<sup>1</sup>, Mutsumi Imai<sup>2</sup>, Asako Isawa<sup>2</sup>, <sup>1</sup>*Keio Advanced Research Centers, Tokyo, Japan*, <sup>2</sup>*Keio University at Shonan-Fujisawa, Fujisawa, Kanagawa, Japan*
- 0728 The relationship between working memory and syntactic complexity in children with Specific Language Impairment**  
Naomi Eichorn<sup>1</sup>, Campanelli Luca<sup>1</sup>, Cruz Joseline<sup>1</sup>, Puglik Ingrid<sup>1</sup>, Scheuer Jessica<sup>1</sup>, Goral Mira<sup>1</sup>, Obler Loraine<sup>1</sup>, Marton Klara<sup>1</sup>, <sup>1</sup>*Graduate Center / CUNY, New York, NY, USA*

SCHEDULE DAY 5	
	SATURDAY JULY 23
12:30 – 14:30	LUNCH <b>POSTER SESSION 1</b>
16:45 – 18:30	<b>POSTER SESSION 1</b> HORS-D'OEUVRES & CASH BAR

- 0436 Linguistic aspects of narratives of children with Autism Spectrum Disorder (ASD)**  
Rama Novogrodsky<sup>1</sup>, Lisa Edelson<sup>1</sup>, <sup>1</sup>*Boston University, Boston, MA, USA*
- 0567 Phonological specificity for onset and offset consonants in French-speaking 14-, 18- and 24-month-olds**  
Jane Lubna Johr<sup>1</sup>, Daniela Gabriel Mounir<sup>1</sup>, Lucie Schoenhals<sup>1</sup>, Ingrid Fourrier<sup>1</sup>, Pascal Zesiger<sup>1</sup>, <sup>1</sup>*FPSE, University of Geneva, Geneva, Switzerland*
- 0628 Two-Year-Olds' understanding of false belief, false perception and false identity: Evidence from spontaneous-looking tasks**  
Yueh-Huey Wang<sup>1</sup>, Chien-Ju Chang<sup>1</sup>, Feng-Ming Tsao<sup>2</sup>, <sup>1</sup>*National Taiwan Normal University, Taipei, Taiwan*, <sup>2</sup>*National Taiwan University, Taipei, Taiwan*
- 0629 Wh-Question Comprehension Precedes Production in Children with and without Autism**  
Anthony Goodwin<sup>1</sup>, Deborah Fein<sup>1</sup>, Letitia Naigles<sup>1</sup>, <sup>1</sup>*University of Connecticut, Storrs, CT, USA*
- 0630 Communicative acts during shared book reading: Mandarin-speaking mothers and infants in Taiwan**  
Ching-Yun Lee<sup>1</sup>, Yueh-Huey Wang<sup>1</sup>, Chien-Ju Chang<sup>1</sup>, <sup>1</sup>*National Taiwan Normal University, Taipei, Taiwan*
- 0634 Acquisition of Turkish morphophonology by identical twins**  
F. Nihan Ketrez<sup>1</sup>, <sup>1</sup>*Istanbul Bilgi University, Istanbul, Turkey*
- 0635 Concurrent and clinical validity of the Korean adaptation of MacArthur-Bates Communicative Development Inventory**  
Soyeong Pae<sup>1</sup>, Okjoo Kim<sup>1</sup>, Junghee Song<sup>1</sup>, <sup>1</sup>*Hallym university, Chuncheon, Republic of Korea*
- 0639 Is a weak L1 categorically different from a cL2?**  
Marta Saceda Ulloa<sup>1</sup>, Conxita Lleó<sup>1</sup>, <sup>1</sup>*Research Center on Multilingualism - University of Hamburg, Hamburg, Germany*
- 0640 The role of predispositions and experience in birdsong and language acquisition**  
Sita ter Haar<sup>1</sup>, Clara Levelt<sup>1</sup>, Carel ten Cate<sup>1</sup>, <sup>1</sup>*Leiden University, Leiden, The Netherlands*
- 0641 The acquisition of conversational management abilities: evidence from preschoolers' peer interaction**

Juliane Stude<sup>1</sup>, <sup>1</sup>*Technical University of Dortmund, Dortmund, Germany*

- 0642 Codeswitching in Japanese-English bilingual adolescents**  
Keiko Nakamura<sup>1</sup>, <sup>1</sup>*Keio University, Tokyo, Japan*, <sup>2</sup>*International Christian University, Tokyo, Japan*
- 0645 Number words interpretation in preschool children**  
Mercedes Marcilese<sup>1</sup>, Letícia Sicuro Corrêa<sup>1</sup>, Marina Augusto<sup>2</sup>, <sup>1</sup>*Pontifical Catholic University of Rio de Janeiro, Rio de Janeiro, Brazil*, <sup>2</sup>*State University of Rio de Janeiro, Rio de Janeiro, Brazil*
- 0646 The role of prosody in the acquisition of filler syllables during the transition period between prelinguistic stage and linguistic stage in French.**  
Guillaume Roux<sup>1</sup>, <sup>1</sup>*Université Paul Valéry Montpellier 3, Montpellier, France*
- 0647 Effects of joint book reading on Mandarin-speaking children's early language acquisition**  
Chien-ju Chang<sup>1</sup>, <sup>1</sup>*National Taiwan Normal University, Taipei, Taiwan*
- 0648 Sound structure impact on morphology: Acquisition of Danish noun plurals as a test case**  
Laila Kjærbo<sup>1</sup>, Hans Basbøll<sup>1</sup>, <sup>1</sup>*University of Southern Denmark, Odense, Denmark*
- 0649 Toddlers' performance on clusters in production tasks: a longitudinal perspective**  
Margarita Gulian<sup>1</sup>, Claartje Levelt<sup>1</sup>, <sup>1</sup>*Leiden University, Leiden, The Netherlands*
- 0650 Anaphoric Reference of Null and Overt Subject Pronouns in the Acquisition of Basque**  
Maialen Iraola Azpiroz<sup>1</sup>, <sup>1</sup>*Universität Konstanz, Konstanz, Germany*
- 0653 Maternal speech to children, and its relation to later language skills**  
Rochelle Newman<sup>1</sup>, Nan Bernstein Ratner<sup>1</sup>, Kerry McColgan<sup>1</sup>, <sup>1</sup>*University of Maryland, College Park, MD, USA*
- 0657 The Polish Frequency List of Child Directed Speech**  
Bartłomiej Etenkowski<sup>2</sup>, Magdalena Luniewska<sup>1</sup>, Joanna Szwabe<sup>3</sup>, Ewa Dabrowska<sup>4</sup>, Marta Szreder<sup>1</sup>, Marek Lazinski<sup>1</sup>, Ewa Haman<sup>1</sup>, <sup>1</sup>*Warsaw University, Warsaw, Poland*, <sup>2</sup>*Charles University in Prague, Prague, Czech Republic*, <sup>3</sup>*Adam Mickiewicz University, Poznan, Poland*, <sup>4</sup>*Northumbria University, Newcastle, UK*
- 0661 Ordering effects in complex sentences**  
Bianca Junge<sup>1</sup>, Anna Theakston<sup>2</sup>, Elena Lieven<sup>3</sup>, Michael Tomasello<sup>3</sup>, <sup>1</sup>*Max Planck Child Study Centre, Manchester, UK*, <sup>2</sup>*University of Manchester, Manchester, UK*, <sup>3</sup>*Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany*
- 0663 Measuring Lexical Diversity in the Spanish and English Narratives of School-age Children with Language Impairment**  
Peggy Jacobson<sup>1</sup>, Patrick Walden<sup>1</sup>, <sup>1</sup>*St. John's University, Queens, NY, USA*
- 0664 Language and Performance on Nonverbal and Verbal Theory of Mind Tasks**  
Melissa Smith<sup>1</sup>, Elizabeth Kelley<sup>2</sup>, Virginia Edwards<sup>4</sup>, Christine Javier<sup>3</sup>, <sup>1</sup>*University of North Carolina at Asheville, Asheville, NC, USA*, <sup>2</sup>*Queen's University, Kingston, ON, Canada*, <sup>3</sup>*Wilfrid Laurier University, Waterloo, ON, Canada*, <sup>4</sup>*University of North Carolina at Chapel Hill, Chapel Hill, NC, USA*
- 0665 Lexical tone perception in non-tone-learning infants**  
Jun Gao<sup>1</sup>, Rushen Shi<sup>1</sup>, Aijun Li<sup>1</sup>, <sup>1</sup>*Graduate School of Chinese Academy of Social Sciences, Beijing, China*, <sup>2</sup>*Université du Québec à Montréal, Montreal, Canada*, <sup>3</sup>*Institute*

*of Linguistics of Chinese Academy of Social Sciences, Beijing, China*

- 0668 Acquisition of syntactic agreement in infants**  
*Marilyn Cyr<sup>1</sup>, Rushen Shi<sup>1</sup>, <sup>1</sup>Université du Québec à Montréal, Montréal, Québec, Canada*
- 0669 Phonological neutralization and the representation of lexical tones in toddlers**  
*Jun Gao<sup>1</sup>, Rushen Shi<sup>1</sup>, Aijun Li<sup>1</sup>, <sup>1</sup>Graduate School of Chinese Academy of Social Sciences, Beijing, China, <sup>2</sup>Université du Québec à Montréal, Montreal, Canada, <sup>3</sup>Institute of Linguistics of Chinese Academy of Social Sciences, Beijing, China*
- 0670 Interlinguistic influence on the distribution of null subjects in child bilingual English**  
*Anahi Alba de la Fuente<sup>1</sup>, Raquel Fernández Fuertes<sup>2</sup>, Juana M. Licerias<sup>1</sup>, <sup>1</sup>University of Ottawa, Ottawa, ON, Canada, <sup>2</sup>Universidad de Valladolid, Valladolid, Spain*
- 0671 Working memory in young children with SLI**  
*Brigitte Vugs<sup>1</sup>, Juliane Cuperus<sup>1</sup>, Marleen Vissers<sup>1</sup>, <sup>1</sup>Royal Dutch Kentalis, Eindhoven, The Netherlands*
- 0672 Understanding belief reasoning: German children's understanding of the discourse particle 'doch'**  
*Daniel Schmerse<sup>1</sup>, <sup>1</sup>Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany*
- 0673 Interrelations between language delays in different language dimensions. A population based language assessment study of three year old Danish girls and boys.**  
*Werner Vach<sup>1</sup>, Jarrad Lum<sup>2</sup>, Dorthe Bleses<sup>2</sup>, <sup>1</sup>Clinical Epidemiology, Freiburg, Germany, <sup>2</sup>Center for Child Language, University of Southern Denmark, Denmark*
- 0675 An ERP investigation of auditory and audiovisual speech in children with autism spectrum disorders**  
*Julia Irwin<sup>1</sup>, Nicole Landi<sup>1</sup>, Lawrence Brancazio<sup>1</sup>, Amanda Kennedy<sup>1</sup>, Erin Grohman<sup>1</sup>, <sup>1</sup>Haskins Laboratories, New Haven, CT, USA*
- 0676 Multiple vocabulary spurts in Japanese children**  
*Yasuhiro Minami<sup>1</sup>, Hiroaki Sugiyama<sup>1</sup>, Tessei Kobayashi<sup>1</sup>, <sup>1</sup>NTT Communication Science Laboratories, Kyoto, Japan*
- 0677 Imageability and inflections: children acquire inflected forms of highly imageable words earlier**  
*Filip Smolik<sup>1</sup>, <sup>1</sup>Institute of Psychology AS CR, Prague, Czech Republic*
- 0678 Non-adjacent dependency learning and grammatical categorization in 11-month-old infants**  
*Cristina Name<sup>1</sup>, Rushen Shi<sup>2</sup>, Elena Koulaguina<sup>2</sup>, <sup>1</sup>federal University Of Juiz De Fora, Juiz De Fora, MG, Brazil, <sup>2</sup>UQAM, Montréal, Québec, Canada,*
- 0679 Italian clitic placement and the Interface Hypothesis: Evidence from Croatian-Italian simultaneous bilinguals**  
*Tihana Kras<sup>1</sup>, Maja Milicevic<sup>1</sup>, <sup>1</sup>University of Rijeka, Rijeka, Croatia, <sup>2</sup>University of Belgrade, Belgrade, Serbia*
- 0680 The effectiveness of mother-child communication during a cooperative task of giving and following route directions**  
*Anna Rais<sup>1</sup>, Ewa Wozniczka<sup>1</sup>, Magdalena Smoczynska<sup>1</sup>, <sup>1</sup>Jagellonian University, Kraków, Poland*
- 0681 Comparison of adjective agreement in bilingual Spanish-French children and monolingual French children**

Ève Bergeron<sup>1</sup>, Alexandra Marquis<sup>2</sup>, Phaedra Royle<sup>1</sup>, <sup>1</sup>Université de Montréal, Montréal, Québec, Canada, <sup>2</sup>CHU Ste-Justine, Montréal, Québec, Canada, <sup>3</sup>CRLMB, Montréal, Québec, Canada, <sup>4</sup>Centre de Recherche Marie Enfant, Montréal, Québec, Canada

- 0682 Child Relative Clauses: Variable Input and Language Change**  
Anca Sevcenco<sup>1</sup>, Larisa Avram<sup>1</sup>, Ioana Stoicescu<sup>1</sup>, <sup>1</sup>University of Bucharest, Bucharest, Romania
- 0683 Children's response tendencies to open-ended, forced-choice, and yes-no questions**  
Ghasem Modarresi<sup>1</sup>, Mehdi Bouzhmehrani<sup>2</sup>, <sup>1</sup>Islamic Azad University of Ghouchan, Khorasan Razavi, Iran, <sup>2</sup>Tarbiat Modares University, Tehran, Iran
- 0684 The referential status of "c'est" in French speaking toddlers' discourse**  
Anne Salazar Orvig<sup>1</sup>, Stephanie Caet<sup>1</sup>, Cristina Corlateanu<sup>1</sup>, Christine da Silva<sup>1</sup>, Rouba Hassan<sup>2</sup>, Julien Heurdier<sup>1</sup>, Jocelyne Leber-Marin<sup>1</sup>, Marine le Mené<sup>1</sup>, Haydée Marcos<sup>3</sup>, Aliyah Morgenstern<sup>1</sup>, <sup>1</sup>Université Sorbonne Nouvelle - Sorbonne Paris Cité, Paris, France, <sup>2</sup>Université Lille 3, Lille, France, <sup>3</sup>CNRS, Poitiers, France
- 0685 "It's sort of a butterfly": Children are sensitive to cues of attenuated category membership**  
Marisa Tice<sup>1</sup>, Patricia Amaral<sup>2</sup>, <sup>1</sup>Stanford University, Stanford, CA, USA, <sup>2</sup>University of Liverpool, Liverpool, UK
- 0686 "Putting all pieces together": developing connectivity in native and nonnative discourse**  
Melina Aparici<sup>1</sup>, Elisa Rosado<sup>2</sup>, Liliana Tolchinsky<sup>2</sup>, <sup>1</sup>Universitat Autònoma de Barcelona, Bellaterra, Barcelona, Spain, <sup>2</sup>Universitat de Barcelona, Barcelona, Spain
- 0687 Bound morpheme parsing: Evidence of paradigm learning by 11-month-old French-learning infants**  
Alexandra Marquis<sup>1</sup>, Rushen Shi<sup>1</sup>, <sup>1</sup>Université du Québec à Montréal, Montréal, Québec, Canada, <sup>2</sup>CRLMB, Montréal, Québec, Canada, <sup>3</sup>ISC UQÀM, Montréal, Québec, Canada
- 0688 Reading and writing acquisition in deaf children : importance of linguistic foundations**  
Pauline Sirois<sup>1</sup>, Alice Vanlint<sup>1</sup>, <sup>1</sup>Université Laval, Québec, Canada
- 0689 Evaluation of the quality of assessment tools by international guide-lines**  
Malene Slott<sup>1</sup>, Werner Vach<sup>2</sup>, Dorthe Bleses<sup>1</sup>, <sup>1</sup>University of Southern Denmark, Odense, Denmark, <sup>2</sup>University Medical Center Freiburg, Freiburg, Germany
- 0690 Neurobiological correlates of developmental changes in spoken word processing**  
Yan Yu<sup>1</sup>, Michelle MacRoy-Higgins<sup>2</sup>, Valerie Shafer<sup>1</sup>, Richard Schwartz<sup>1</sup>, Judy Flax<sup>3</sup>, April Benasich<sup>3</sup>, <sup>1</sup>The Graduate Center, City University of New York, New York, NY, USA, <sup>2</sup>Hunter College-CUNY, New York, NY, USA, <sup>3</sup>Center for Molecular & Behavioral Neuroscience, Rutgers University, Newark, NJ, USA
- 0692 Prosodic status matters for word segmentation**  
Sónia Cardoso<sup>1</sup>, Ana Castro<sup>2</sup>, <sup>1</sup>Escola Superior de Saúde do Instituto Politécnico de Setúbal & Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa, Setúbal & Lisboa, Portugal, <sup>2</sup>Escola Superior de Saúde do Instituto Politécnico de Setúbal & Centro de Linguística da Universidade Nova de Lisboa, Setúbal & Lisboa, Portugal
- 0693 Phonetic Complexity in the First Words of Spanish-English Bilingual Toddlers**  
Cynthia Core<sup>1</sup>, <sup>1</sup>The George Washington University, Washington, DC, USA

- 0694 Speech development of monolingual and bilingual toddlers: Event-related potential responses and Language measures**  
Carol Tessel<sup>1</sup>, Yan Yu<sup>1</sup>, Nancy Vidal<sup>1</sup>, Jennifer Gerometta<sup>1</sup>, <sup>1</sup>*The Graduate Center-CUNY, New York, NY, USA*
- 0695 OCLUSIVE SOUNDS PERCEPTION IN children with HEARING AID and COCHLEAR IMPLANT**  
Eliane Delgado-Pinheiro<sup>1</sup>, Larissa Berti<sup>1</sup>, Fernanda Antônio<sup>1</sup>, <sup>1</sup>*Universidade Estadual Paulista, São Paulo, Brazil*
- 0696 Different paths toward language: Identification of trajectories for language development**  
Audette Sylvestre<sup>1</sup>, Chantal Mérette<sup>2</sup>, Caroline Bouchard<sup>5</sup>, François Bergeron<sup>5</sup>, Natacha Trudeau<sup>3</sup>, Ann Sutton<sup>4</sup>, Andrea MacLeod<sup>5</sup>, <sup>1</sup>*Université Laval, Québec, QC, Canada*, <sup>2</sup>*Cirris, Québec, QC, Canada*, <sup>3</sup>*CRUL-RG, Québec, QC, Canada*, <sup>4</sup>*Université de Montréal, Montréal, Qc, Canada*, <sup>5</sup>*Université d'Ottawa, Ottawa, Ontario, Canada*
- 0698 Sentence processing in children with Williams syndrome using eye-tracking**  
Vesna Stojanovic<sup>1</sup>, Diane Nelson<sup>2</sup>, Theo Marinis<sup>1</sup>, <sup>1</sup>*University of Reading, Reading, UK*, <sup>2</sup>*University of Leeds, Leeds, UK*
- 0699 Sub-types of Language Impairment: Concordance of morphosyntactic and deep-structure probes**  
Janice Jackson<sup>1</sup>, Barbara Zurer Pearson<sup>2</sup>, <sup>1</sup>*University of West Georgia, Carrollton, GA, USA*, <sup>2</sup>*University of Massachusetts Amherst, Amherst MA, USA*
- 0700 The contribution of grammatical and discourse-pragmatic effects to the acquisition of referential choice in child English**  
Mary Hughes<sup>1</sup>, Shanley Allen<sup>1</sup>, <sup>1</sup>*Boston University, Boston, MA, USA*, <sup>2</sup>*University of Kaiserslautern, Kaiserslautern, Germany*
- 0705 Where do SLI children come from? Late talkers' group as a risk group for SLI**  
Magdalena Smoczynska<sup>1</sup>, Marcin Szczerbinski<sup>2</sup>, Magdalena Kochanska<sup>1</sup>, <sup>1</sup>*Jagellonian University, Kraków, Poland*, <sup>2</sup>*Cork University, Cork, Ireland*
- 0708 Independent of Meaning and Form: The Acquisition of Morphological Structure in German 11-12 Year Olds**  
Eva Smolka<sup>1</sup>, <sup>1</sup>*University of Konstanz, Konstanz, Germany*
- 0713 Production, comprehension and linguistic awareness of subject-verb agreement and case marking in monolingual German children with and without SLI**  
Katrin Lindner<sup>1</sup>, <sup>1</sup>*University of Muenchen, Muenchen, Bavaria, Germany*
- 0714 Most Frequently Occurring Words in Maternal Infant-Directed Speech with Four-Five Month Olds**  
Anthea Vivona<sup>1</sup>, Valerie Shafer<sup>1</sup>, <sup>1</sup>*CUNY Graduate Center, New York, New York, USA*
- 0715 Social communication abilities of children with speech, language and communication needs: Comparing children with specific language impairment and autism spectrum disorders**  
Olympia Palikara<sup>1</sup>, Jessie Ricketts<sup>2</sup>, Julie Dockrell<sup>1</sup>, Tony Charman<sup>1</sup>, Geoff Lindsay<sup>2</sup>, <sup>1</sup>*Institute of Education, London, UK*, <sup>2</sup>*CEDAR, Warwick University, Coventry, UK*
- 0717 Speaker age and language choice in child-directed speech in a multilingual Australian Indigenous community**  
Deborah Loakes<sup>1</sup>, Karin Moses<sup>2</sup>, Gillian Wigglesworth<sup>1</sup>, Jane Simpson<sup>3</sup>, <sup>1</sup>*University of*

Melbourne, Victoria, Australia, <sup>2</sup>La Trobe University, Victoria, Australia, <sup>3</sup>Australian National University, ACT, Australia

- 0718 Accelerated bilingual first-language acquisition: the Structural Transfer Hypothesis**  
Lisa Hsin<sup>1</sup>, <sup>1</sup>Johns Hopkins University, Baltimore, Maryland, USA
- 0719 Low-verbal children with Autism Spectrum Disorder show atypical ERP responses to the onset of meaningful sentences**  
Sarah Kresh<sup>1</sup>, Emily Zane<sup>1</sup>, April Benasich<sup>2</sup>, Richard G. Schwartz<sup>1</sup>, Valerie L. Shafer<sup>1</sup>, <sup>1</sup>CUNY Graduate Center, New York, New York, USA, <sup>2</sup>Rutgers University, Newark, New Jersey, USA
- 0720 Narrative production skills of children with Autism Spectrum Disorder and children with Specific Language Impairment**  
Heather Morris<sup>1</sup>, Pat Mirenda<sup>1</sup>, Paola Colozzo<sup>1</sup>, <sup>1</sup>The University of British Columbia, Vancouver, BC, Canada
- 0721 The role of stress sensitivity in L2 English word reading**  
Christie Fraser<sup>1</sup>, Lesly Wade-Woolley<sup>1</sup>, <sup>1</sup>OISE - University of Toronto, Toronto, ON, Canada, <sup>2</sup>Queen's University, Kingston, ON, Canada
- 0722 The Role of Lexical Knowledge in the Repetition of Nonwords**  
Tamara Kornacki, Esther Geva, Fataneh Farnia, Dana Shafman, University of Toronto, Toronto, Canada
- 0723 Development of Luxembourgish in young L2 learners**  
Gudrun Ziegler<sup>1</sup>, Marnie Ludwig<sup>1</sup>, <sup>1</sup>Université du Luxembourg, Luxembourg, Luxembourg
- 0726 The Effect of Plausibility on Sentence Comprehension in Children with and without SLI**  
Jungmee Yoon<sup>1</sup>, Luca Campanelli<sup>1</sup>, Naomi Eichorn<sup>1</sup>, Jessica Scheuer<sup>1</sup>, Ingrid Puglik<sup>1</sup>, Mira Goral<sup>1</sup>, Loraine K. Obler<sup>1</sup>, Klara Marton<sup>1</sup>, <sup>1</sup>City University of New York, Graduate Center, New York, NY, USA
- 0731 Bilingual experience and executive functioning in 18-month-old infants**  
Diane Poulin-Dubois<sup>1</sup>, Jessica Yott<sup>1</sup>, <sup>1</sup>Concordia University, Montreal, Canada
- 0735 Acquisition of vowel length in Cantonese-speaking children**  
Hui Chen<sup>1</sup>, Thomas Hun-tak Lee<sup>1</sup>, <sup>1</sup>The Chinese University of Hong Kong, Hong Kong, Hong Kong
- 0736 Comparing the evaluative means used by CI children and bilingual hearing children in stories they produced in sign language and in spoken language**  
Ritva Takkinen<sup>1</sup>, <sup>1</sup>University of Jyväskylä, Jyväskylä, Finland
- 0737 Cantonese-speaking children's comprehension of deictic locatives**  
Margaret Ka-yan Lei<sup>1</sup>, Thomas Hun-tak Lee<sup>1</sup>, <sup>1</sup>Chinese University of Hong Kong, Hong Kong, Hong Kong
- 0738 Expression of feeling of knowing in the speech of autistic children**  
Yui Miura<sup>1</sup>, Tomoko Matsui<sup>2</sup>, Yoshikuni Tojo<sup>3</sup>, Hiroo Osanai<sup>4</sup>, <sup>1</sup>Kanazawa University, Kanazawa, Ishikawa, Japan, <sup>2</sup>Kyoto University, Inuyama, Aichi, Japan, <sup>3</sup>Ibaraki University, Mito, Ibaraki, Japan, <sup>4</sup>Musashino Higashi Gakuen, Musashino, Tokyo, Japan
- 0739 Stance and evaluative language in Spanish-speaking children's argumentative discourse**  
Rosa Graciela Montes<sup>1</sup>, Martha Shiro<sup>2</sup>, <sup>1</sup>Benemerita Universidad Autonoma de Puebla,

*Puebla, PUE, Mexico, <sup>2</sup>Universidad Central de Venezuela, Caracas, Venezuela*

- 0741 From Bare To Non-Bare: Factors Affecting The Development of Mandarin Nominals**  
Hsiang-Hua (Melanie) Chang<sup>1</sup>, <sup>1</sup>*Oakland University, Rochester, Michigan, USA*
- 0742 Young children can learn part names if they focus on object parts by adults' referential actions**  
Harumi KOBAYASHI<sup>1</sup>, Tetsuya YASUDA<sup>1</sup>, <sup>1</sup>*Tokyo Denki University, Saitama-ken, Japan*
- 0744 Expressing motion events in Frog Stories in child Cantonese**  
Cheung-shing Sam Leung<sup>1</sup>, Yuen-Fan Lornita Wong<sup>1</sup>, <sup>1</sup>*Hong Kong Institute of Education, Hong Kong, Hong Kong*
- 0745 Vocabulary growth and sentence production as precursors for developmental dyslexia in Dutch at-risk children**  
Evelien Krikhaar<sup>1</sup>, Charlotte Koster<sup>1</sup>, Pieter Been<sup>1</sup>, Ben Maassen<sup>1</sup>, <sup>1</sup>*University of Groningen, Groningen, The Netherlands*
- 0746 The effect of comprehension-strategies instruction on the oral narrative skills of French-speaking kindergarteners**  
Christine Devlin<sup>1</sup>, Diane Pesco<sup>1</sup>, <sup>1</sup>*Concordia University, Montreal, Quebec, Canada*
- 0748 Low intensity phonological training by means of a computer based program: behavioral and neurophysiological findings from hearing impaired and normally hearing children.**  
Cecilia von Mentzer<sup>1</sup>, Elisabeth Engström<sup>1</sup>, Björn Lyxell<sup>1</sup>, Birgitta Sahlén<sup>1</sup>, Inger Uhlén<sup>1</sup>, Petter Kallioinen<sup>1</sup>, Magnus Lindgren<sup>1</sup>, Marianne Ors<sup>1</sup>, <sup>1</sup>*Department of Behavioural Sciences and Learning - IBL, Linköping, Sweden*
- 0752 Electrophysiological indices of processing pictures and words by three-to-seven year old nonverbal children with Autism Spectrum Disorders**  
Sarita C. Austin<sup>1</sup>, Michelle MacRoy-Higgins<sup>1</sup>, Yan H. Yu<sup>1</sup>, Valerie L. Shafer<sup>1</sup>, Richard G. Schwartz<sup>1</sup>, April Benasich<sup>1</sup>, <sup>1</sup>*The City University of New York, New York, NY, USA*
- 0753 The right visual field attentional bias in reading: a study in skilled reader and dyslexic children**  
Eric Siérouff<sup>1</sup>, Laure Bricout-Tomasi<sup>1</sup>, Miléna Riva<sup>1</sup>, <sup>1</sup>*Paris Descartes University, Paris, France*
- 0755 A conversational intervention procedure as a tool for improving and evaluating narrative skills : A study of 5-to-8 years old French children.**  
Christian Hudelot<sup>1</sup>, Edy Veneziano<sup>2</sup>, Laetitia Albert<sup>2</sup>, Chantal Caracci<sup>2</sup>, Juliette Elie<sup>3</sup>, Emilie Hebert<sup>1</sup>, Marie Thérèse Le Normand<sup>4</sup>, Marie-Hélène Plumet<sup>5</sup>, Serge Poncin<sup>2</sup>, Nathalie Salagnac<sup>6</sup>, <sup>1</sup>*BCL, UMR6039, CNRS & Université de Nice Sophia-Antipolis, Nice, France*, <sup>2</sup>*Université Paris Descartes-CNRS, MoDyCo, UMR 7114, Paris, France*, <sup>3</sup>*Université Toulouse-Le Mirail, Toulouse, France*, <sup>4</sup>*INSERM & Université Paris Descartes, Paris, France*, <sup>5</sup>*Université Paris Descartes-INSERM, UMR 663, Paris, France*, <sup>6</sup>*IUFM de Lille (Centre de Gravelines), Gravelines, France*
- 0758 Morphological Salience in Turkish child-directed speech**  
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