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About the Conference

Committees

Officers

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

Executive Committee Members

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

National Program Committee

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

Local Organizing Committee

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

Publications Committee

Chair: Annick De Houwer & Steven Gillis (Belgium)
Welcome Messages

From the President

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

Michael Tomasello, President IASCL

The Local Organizing Committee

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

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

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

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

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

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

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

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

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

See page 7 for map.

How to Get to the Conference Venue

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

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

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

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

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

Registration Counter/Conference Office

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

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

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

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

Symposia & Paper Presentations

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

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

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

Poster

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

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

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

Internet Corner/Facilities

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

Social Program

Monday, July 25, 2005, 20.00 h
Reception in the Henry Ford Building (the registration fee includes the reception)

Thursday, July 28, 2005, 20.00 h
Conference Dinner at the Glass House of the Botanical Garden

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

Walking distance
» approx. 20 minutes
General Information

Exhibitors and Sponsors

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

- Cambridge University Press, Cambridge
- Folkmanis Puppets, Reichenberg
- John Benjamins Publishing Co., Amsterdam
- Multilingual Matters, North Somerset
- Oxford University Press, Oxford
- Walter de Gruyter GmbH & Co. KG, Berlin

Food and Beverages

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

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

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

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

See map page 7.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Opening Hours</th>
<th>Walking Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. McDonald’s fast food</td>
<td>Clayallee 101</td>
<td>+49 (0)30 – 8 32 63 62</td>
<td>Daily: 10.00—24.00 h</td>
<td>30 min.</td>
</tr>
<tr>
<td>2. Chalet-Suisse Restaurant</td>
<td>Clayallee 99</td>
<td>+49 (0)30 – 8 32 70 00</td>
<td>Daily: 10.00—24.00 h</td>
<td>25 min.</td>
</tr>
<tr>
<td>3. Alter Krug Restaurant</td>
<td>Königin-Luise-Straße 48</td>
<td>+49 (0)30 – 8 32 88 80</td>
<td>Daily: 10.00—24.00 h</td>
<td>25 min.</td>
</tr>
<tr>
<td>4. Luise Pub Tavern</td>
<td>Königin-Luise-Straße 40–42</td>
<td>+49 (0)30 – 8 32 20 22</td>
<td>Daily: 11.00—24.00 h</td>
<td>25 min.</td>
</tr>
<tr>
<td>5. Piaggio Restaurant</td>
<td>Königin-Luise-Straße 44</td>
<td>+49 (0)30 – 8 32 68 70</td>
<td>Daily: 12.00—24.00 h</td>
<td>20 min.</td>
</tr>
<tr>
<td>6. Villa del Sol Restaurant</td>
<td>Clayallee 146</td>
<td>+49 (0)30 – 8 32 82 12</td>
<td>Daily: 11.00—24.00 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>8. Galileo Restaurant</td>
<td>Otto-von-Simson-Straße 26</td>
<td>+49 (0)30 – 8 31 23 77</td>
<td>Mo–Fr: 11.00—21.00 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>9. DeliGate Restaurant</td>
<td>Ihnestraße 16–20</td>
<td>+49 (0)30 – 8 31 39 17</td>
<td>Mo–Fr: 12.00—15.00 h</td>
<td>5 min.</td>
</tr>
<tr>
<td>10. Creperie Aux Delices</td>
<td>Ihnestraße 29</td>
<td>+49 (0)30 – 8 33 22 82</td>
<td>Mo–Fr: 08.00—21.00 h</td>
<td>5 min.</td>
</tr>
<tr>
<td>Normands Tavern</td>
<td>Daily: 08.00—20.00 h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Mensa 1</td>
<td>Van’t-Straße 6</td>
<td>+49 (0)30 – 8 33 00 25</td>
<td>Daily: 11.00—15.30 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>12. La Favorita Restaurant</td>
<td>Habelschwerdt Allee 23</td>
<td>+49 (0)30 – 8 33 88 00</td>
<td>Tu–Sa: 17.00—21.00 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>13. Altensteiner Krug Restaurant</td>
<td>Altensteinstraße 42</td>
<td>+49 (0)30 – 8 33 89 83</td>
<td>Daily: 11.00—22.00 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>14. Dalmatia Restaurant</td>
<td>Habelschwerdt Allee 1</td>
<td>+49 (0)30 – 8 33 43 34</td>
<td>Daily: 12.00—24.00 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>15. Garibaldi Restaurant</td>
<td>Königin-Luise-Straße 44</td>
<td>+49 (0)30 – 8 33 40 44</td>
<td>Daily: 12.00—24.00 h</td>
<td>25 min.</td>
</tr>
<tr>
<td>16. Cafeteria Wirtschafts-wissenschaften</td>
<td>Garsstraße 21</td>
<td>Mo–Th: 08.00–17.00 h</td>
<td>Fr: 08.00–15.00 h</td>
<td>3 min.</td>
</tr>
<tr>
<td>17. Zodiac Restaurant</td>
<td>Königin-Luise-Straße 44</td>
<td>+49 (0)30 – 8 33 46 47</td>
<td>Daily: 11.00—24.00 h</td>
<td>15 min.</td>
</tr>
<tr>
<td>18. Moldau Restaurant</td>
<td>Unter den Eichen 42–43/Asternplatz</td>
<td>+49 (0)30 – 8 33 17 70</td>
<td>Tu: 17.00—24.00 h</td>
<td>25 min.</td>
</tr>
<tr>
<td>19. Chinese Restaurant</td>
<td>Unten den Eichen 96/Drakestraße</td>
<td>+49 (0)30 – 8 33 82 70</td>
<td>Daily: 12.00—23.30 h</td>
<td>10 min.</td>
</tr>
<tr>
<td>Kings Garden</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Il Mulino Restaurant</td>
<td>Adolf-Martens-Straße 2/Knesebeckstraße</td>
<td>+49 (0)30 – 8 33 77 93</td>
<td>Mo–Su: 11.00–24.00 h</td>
<td>15 min.</td>
</tr>
</tbody>
</table>
Liability

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

Conference Buildings

**HFB – Henry Ford Bau (Henry Ford Building), Garystr. 35, 14195 Berlin, Germany**
- Ground Floor: Audimax, HS A, HS B
- First Floor: HS C, HS D, Akademischer Senatssaal, KS 2

**OEI – Osteuropa-Institut (Institute for East-European Studies), Garystr. 55, 14195 Berlin, Germany**
- First Floor: HS 105, HS 121
- Third Floor: R 301, R 302 a, R 302 b, R 323
X. International Congress For the Study of Child Language
Berlin, July 25–29, 2005
HFB, Henry Ford Building, Ground Floor

2. Walter de Gruyter GmbH & Co. KG
4. Folkmanis Puppets
5. Cambridge University Press
6. SMI
## Week at a Glance

### Monday, July 25, 2005
- **12.30–17.30 h** Registration
- **18.00–18.30 h** Opening Session
- **18.30–20.00 h** Plenary Speech 1  
  Jeffrey L. Elman  
  Learning and Generalization: Lessons from Neural Networks
- **20.00 h** Reception

### Tuesday, July 26, 2005
- **09.00–10.30 h** Plenary Speech 2  
  Angela D. Friederici  
  From Word to Sentence Processing: ERPs as a Window to Language Development
- **10.30–11.00 h** Coffee Break
- **11.00–13.00 h** Paper Sessions
- **13.00–14.30 h** Lunch Break/Poster Session 1
- **14.30–16.00 h** Symposia & Paper Sessions
- **16.00–16.30 h** Coffee Break
- **16.30–18.00 h** Symposia & Paper Sessions
- **18.30 h** Special Symposium in Honor of Dan Slobin

### Wednesday, July 27, 2005
- **09.00–10.30 h** Plenary Speech 3  
  Ray Jackendoff  
  Alternative Minimalist Visions of Language
- **10.30–11.00 h** Coffee Break
- **11.00–13.00 h** Paper Sessions
- **13.00–14.30 h** Lunch Break/Poster Session 2
- **14.30–16.00 h** Symposia & Paper Sessions
- **16.00–16.30 h** Coffee Break
- **16.30–18.00 h** Symposia & Paper Sessions
- **18.15 h** Business Meeting

### Thursday, July 28, 2005
- **09.00–10.30 h** Plenary Speech 4  
  Elizabeth S. Spelke  
  Language, Core Knowledge and the Biological Foundations of Math and Science
- **10.30–11.00 h** Coffee Break
- **11.00–13.00 h** Paper Sessions
- **13.00–14.30 h** Lunch Break/Poster Session 3
- **14.30–16.00 h** Symposia & Paper Sessions
- **16.00–16.30 h** Coffee Break
- **16.30–18.00 h** Symposia & Paper Sessions
- **20.00 h** Conference Dinner at the Glass House of the Botanical Garden

### Friday, July 29, 2005
- **09.00–10.30 h** Plenary Speech 5  
  Joan L. Bybee  
  Implications of Grammaticalization for a Theory of Language
- **10.30–11.00 h** Coffee Break
- **11.00–13.00 h** Paper Sessions
- **13.00–14.30 h** Lunch Break/Poster Session 4
- **14.30–16.00 h** Symposia & Paper Sessions
- **16.00–16.30 h** Coffee Break
- **16.30–18.00 h** Symposia & Paper Sessions
Nonetheless, there are a number of important questions and outstanding problems to be considered: What are the limits to statistically-based learning? Do language users literally record their experience in some numerical form? How do we explain behaviors that unfold over time. His recent book, Rethinking Innateness: A Connectionist Perspective on Development (with Bates, Johnson, Karmiloff-Smith, Parisi, Plunkett, 1996), introduces a new theoretical framework for understanding the nature/nurture debate. Currently, Elman’s research focus is on language processing, development, and computational models of cognition.

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

**Learning and Generalization: Lessons from Neural Networks**

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

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

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

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

Thursday, July 28, 2005
Plenary Speech 4

Elizabeth S. Spelke

Harvard University, Cambridge, USA

Elizabeth S. Spelke received a Ph.D. in Psychology from Cornell University in 1978. After positions held at the University of Pennsylvania, Cornell University, and MIT, she is since 2001 Professor in the Department of Psychology at Harvard University, and Co-Director of the Mind, Brain, and Behavior Inter-faculty Initiative, Harvard University. Recent honors are Fellow, American Association for the Advancement of Science, 2002; America's Best in Science and Medicine, Time Magazine, 2001; Ipsen Prize in Neuronal Plasticity, Fondation Ipsen, Paris, 2001; Distinguished Scientific Contribution Award, American Psychological Assoc., 2000; William James Award, American Psychological Society, 2000. Among her recent publications are Hespos, S. J. & Spelke, E. S. (2004). Precursors to spatial language. Nature, 430, 453—456; Spelke, E.S. (2003). What makes us smart? Core knowledge and natural language. In D. Gentner and S. Goldin-Meadow (Eds.), Language, Core Knowledge and the Biological Foundations of Math and Science

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

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

Monday, July 25, 2005

12.30–17.30 h
Registration

Room: Audimax
18.00–18.30 h
Opening Session

Room: Audimax
18.30–20.00 h
Plenary Speech 1

Chair: Elena Lieven, Germany

Learning and Generalization: Lessons from Neural Networks
Jeffrey L. Elman
Department of Cognitive Science, University of California, San Diego, USA

20.00 h
Reception
Program | Tuesday, July 26, 2005

Tuesday, July 26, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 2

Chair: Gisela Klann-Delius, Germany

From Word to Sentence Processing: ERPs as a Window to Language Development
Angela D. Friederici
Max-Planck-Institute für Human Cognitive and Brain Sciences, Leipzig, Germany

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 1

Chair: Christina Schelletter, UK

Noun and Verb Naming in German and Korean: A Crosslinguistic Study
Christina Kauschke (1), Hae-Wook Lee (2), Soyeong Pae (3)
(1) University of Potsdam, Institute of Linguistics, Potsdam, Germany; (2) Pusan University of Foreign Studies, Pusan, Korea; (3) Hallym University, Division of Speech Pathology and Audiology, Hallym, Korea

First Words, Nouns and Verbs – Data from Two East African Languages
K. J. Alcock (1), K. Rimba (2), A. Abubakar (2), P. Holding (2)
(1) Lancaster University, Lancaster, UK; (2) Center for Geographic Medicine-Coast, KEMRI, Kilifi, Kenya

Are Nouns Always Learned before Verbs?
Naime Feyza Türkay, Hatice Sofu
Çukurova University, Adana, Turkey

A Prospective Study to Identify Early Predictors of Language Delay at 4 Years: A Report on 8- and 12-month Data from the CSBS and MCDI
Sheena Reilly (1), Edith L. Bavin (1), Melissa Wake (2), Margot Prior (3), Jo Williams (2), Patricia Eadie (1), Yin Barrett (2)
(1) La Trobe University, Melbourne, Australia; (2) Royal Children’s Hospital, Melbourne, Australia; (3) Melbourne University, Melbourne, Australia

Room: HFB/HS B
11.00–13.00 h

Paper Session 2

Chair: Angela Grimm, Germany

Early Prosodic Word Acquisition in Catalan and in Spanish
Pilar Prieto (1), Marta Saceda (2)
(1) ICREA-UAB, Barcelona, Spain; (2) UAB-UB, Barcelona, Spain

Phonological Features in Early Words: Evidence from Perception and Production
Suzanne van der Feest, Paula Fikkert
Radboud University Nijmegen, The Netherlands

Foot, Word and Phrase Constraints in First Language Acquisition of Spanish Stress by Monolingual and Bilingual Children
Conxita Lleó, Javier Arias
University of Hamburg, Hamburg, Germany

Liaison, Construction and Word Formation in French: A Developmental Scenario
Jean-Pierre Chevrot (1), Céline Dugua (1), Michel Fayol (2)
(1) Lidilem, Université Stendhal, Grenoble, France; (2) LAPSCO, Université Blaise Pascal-CNRS, Clermont-Ferrand, France
Room: HFB/HS C  
11.00–13.00 h  
**Paper Session 3**

**Chair:** Elena Nicoladis, Canada  

**Crosslinguistic Structures in the Acquisition of Wh-Questions in an Italian Indonesian Bilingual Child**  
Antonia Soriente  
Max-Planck-Institute for Evolutionary Anthropology, Jakarta, Indonesia

**Word Order in Bilingual Language Acquisition. The Position of Direct Objects in Spanish and Basque**  
Andoni Barreña (1), Margareta Almgren (2)  
(1) University of Salamanca, Salamanca, Spain; (2) University of the Basque Country, Vitoria, Spain

**Basic Word Order in Basque-Spanish Bilingual Children**  
Maria Pilar Larranaga  
UWE, Bristol, UK

**Acquisition of Verb Placement in Early Successive Acquisition of German and in German SLI**  
Monika Rothweiler  
Department of Special Needs Education, University of Hamburg, Hamburg, Germany

Room: HFB/HS D  
11.00–13.00 h  
**Paper Session 4**

**Chair:** Heike Behrens, The Netherlands

**Getting and Maintaining Attention in Conversations with Young Children**  
Eve V. Clark, Bruno Estigarribia  
Stanford University, Stanford, USA

**The Understanding of Ambiguous Statements within Conversational Settings by 6–12 Year Old Children**  
Ioanna Berthoud, Helga Kilcher  
University of Geneva, Geneva, Switzerland

**Topic as an Achievement: Pointing and Context as Constituents in Early Picture Book Conversation**  
Sari Karjalainen  
Graduate School in Language Studies, University of Helsinki, Department of Speech Sciences/Logopedics, Finland

**Explanations Performed by Children Aged from 3–11 as a Window into Discourse and Gesture Development**  
Jean-Marc Colletta (1), Catherine Pellenq (2)  
(1) LIDILEM, IUFM de Grenoble, France; (2) L.S.E., IUFM de Grenoble, France

Room: OEI/105  
11.00–13.00 h  
**Paper Session 5**

**Chair:** Sharon Armon-Lotem, Israel

**Number Agreement in French SLI**  
Leslie Roulet, Célia Jakubowicz  
Laboratoire de Psychologie Expérimentale, Paris, France

**Specific Language Impairment in German-Speaking Children: Is There a Difference in the Children’s Morphology to the Morphology of Phonologically Impaired Children?**  
Juliane Girndt, Carolyn Letts, Thomas Klee  
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

**Elicitation of the Passé Composé in French Children with Specific Language Impairment**  
Phaedra Royle (1), Elin Thordardottir (2)  
(1) School of Speech Language Pathology and Audiology, University of Montreal, Montreal, Canada; (2) School of Communication Sciences and Disorders, McGill University, Montreal, Canada
Association – Rule – Road-Learning? Findings from German School Children with and without Specific Language Impairment
Christa Kieferle (1), Christiane Hofbauer (2)
(1) Bruckmuehl, Germany; (2) Universität München, München, Germany

Room: OEI/121
11.00–13.00 h
Paper Session 6
Chair: Susan Powers, USA

Early Bare Infinitives are Universally Non-finite ... But Not Always Infinitives!
Martine Coene (1), Helena Taelman (1), Larisa Avram (2), Steven Gillis (1)
(1) University of Antwerp, Antwerp, Belgium; (2) University of Bucarest, Bucarest, Romania

Early Production of Root Infinitives in Austrian German and in French: What is the Role of the Input?
Sabine Laaha (1), Dominique Bassano (2)
(1) Austrian Academy of Sciences, Vienna, Austria; (2) CNRS – Université Paris, Paris, France

Testing Wexler’s Unique Checking Constraint with Data from Early Child Spanish
Javier Aguado-Orea (1), Julian Pine (2)
(1) Universidad Antonio de Nebrija, Madrid, Spain; (2) University of Liverpool, Liverpool, UK

Finiteness in Impaired L1 Acquisition and Untutored L2 Acquisition of German
Christine Dimroth (1), Katrin Lindner (2)
(1) MPI for Psycholinguistics, Nijmegen, The Netherlands; (2) Ludwig-Maximilians-Universität, München, Germany

Room: OEI/302 b
11.00–13.00 h
Paper Session 7
Chair: Nicole Stadie, Germany

Reading in the Absence of Speech
Celina Macedo (1), José Morais (2), Régine Kolinsky (2)
(1) Florianópolis, Santa Catarina, Brazil, USCF; (2) Brussel, Belgium, ULBA

Do Profoundly Deaf Readers Use Graphophonological Correspondences?
Daniel Daigle
Université de Montréal, Montréal, Canada

Phonological Awareness of Sign and Rhyme and the Relationship with Reading in Deaf Children
Whose Preferred Language is British Sign Language
Deborah James (1), Mairead MacSweeney (2)
(1) University of Newcastle upon Tyne, Newcastle, UK; (2) Institute of Child Health, London, UK

Bilingualism in Deaf Children and Reading. A Crosslinguistic Spanish-English Study
Isabel García-Gómez (1), Gary Morgan (2)
(1) Dpt. of Developmental and Educational Psychology, Seville, Spain; (2) Dpt. of Language and Communicative Science Department, City University, London, UK

Room: OEI/301
11.00–13.00 h
Paper Session 8
Chair: Sabine Stoll, Germany

The Distributed Learning Effect for Children’s Acquisition of an Abstract Syntactic Construction:
Are schematization and analogy universal, domain general learning processes?
Ben Ambridge
University of Liverpool, Liverpool, UK

Connectionist models and neurobiological plausibility in language learning
Fabio Alves (1), Fernando Ferreira Junior (2)
(1) Universidade Federal de Minas Gerais, Belo Horizonte, Brazil; (2) Centro Federal de Educação Tecnológica, Ouro Preto, Brazil
**Adults are better than children in acquiring a linguistic skill**  
Sara Ferman (1), Avi Karni (2), Elite Olstein (1)  
(1) Hebrew University, Jerusalem, Israel; (2) Haifa University, Haifa, Israel  
Room: OEI/302 a  
11.00–13.00 h  
**Paper Session 9**  
Chair: Emily Aydemir, Germany  

Null objects in child French: Are they speaking Chinese?  
Theres Grüter  
McGill University, Montreal, Canada  

A discourse-pragmatic analysis of subject omission in early child English  
Mary E. Hughes, Shanley Allen  
Boston University, Boston MA, USA  

Scope and c-command in early Turkish  
Nihan Ketrez  
University of Southern California, Los Angeles, USA  

Comprehension of English subject raising constructions by normally developing children  
Karen Froud (1), Ken Wexler (2), Vina Tsakali (3)  
(1) Teachers College, Columbia University, New York, USA; (2) Massachusetts Institute of Technology, Cambridge, USA; (3) University College London, London, UK  
Room: OEI/323  
11.00–13.00 h  
**Paper Session 10**  
Chair: Elena Andonova, Bulgaria  

Metaphonological awareness and reading development in Down’s syndrome: Evidence from Malayalam  
Ramesh Kumar Mishra  
Dept. of Speech Pathology, All India Institute of Speech and Hearing Mysore, Karnataka, India  

Early grammatical development of a boy with Down syndrome using manual signs and spoken Finnish  
Kaisa Launonen  
University of Helsinki, Helsinki, Finland  

Adaptations of McArthur CDI for the study of language development in Children with Down Syndrome: validity and reliability  
Miguel Galeote-Moreno (1), Marta Casla (2), Pilar Soto (2), Eugenia Sebastián (2), Rocío Rey (1)  
(1) Universidad de Málaga, Málaga, Spain; (2) Universidad Autónoma de Madrid, Madrid, Spain  

Language in boys with fragile X syndrome: Questioning the validity of matching on MLU  
Yonata Levy  
The Hebrew University, Jerusalem, Israel  
Room: HFB/Senatssaal  
13.00–14.30 h  
**Poster Session 1 & Lunch Break**  

P1-01 The role of grammatical gender in the acquisition of noun inflection in Polish  
Grzegorz Krajewski  
School of Psychological Sciences, University of Manchester, Manchester, UK  

P1-02 The Development of Morpho-Syntactic Flexibility in the School Years  
Dafna Kaplan  
Department of Communication Disorders and School of Education, Tel-Aviv University, Tel-Aviv, Israel  

P1-03 The contribution of intentional cues to toddlers’ acquisition of morphological rules  
Gil Diesendruck, Smadar Patael  
Department of Psychology, Bar-Ilan University, Ramat-Gan, Israel
Program | Tuesday, July 26, 2005

P1-04 Acquisition of case and number in Estonian: the role of input frequency, morphological and morphosyntactical preferences
Reili Argus
Tallinn Pedagogical University

P1-05 Norm fi nding of diadochokinetic syllable rate in normal 5–7 years old children
Fateme Derakhshande (1), Fateme Cheraghchi (2), Azade Hasanvand (2), Atefe Moazeni (2)
(1) Isfahan University of medical sciences, Isfahan, Iran; (2) Isfahan, Iran

P1-06 Dutch children's acquisition of morpho-phonological alternations in plural formation
Tania Zamuner (1), Annemarie Kerkhoff (2), Paula Fikkert (1), Ellen Westrek (1)
(1) University of Nijmegen, Nijmegen, The Netherlands; (2) Utrecht University, Utrecht, The Netherlands

P1-07 Reading and Discrimination Abilities of Bilingual Spanish/English-Speaking Children
Sandra Levey
Lehman College of the City University of New York, Department of Speech-Language-Hearing Sciences, New York, USA

P1-08 Linguistic Behaviors of Ukrainian-English Bilingual School Children
Roma Chumak-Horbatsch
School of Early Childhood Education, Ryerson University, Toronto, Canada

P1-09 In favor of the no transfer/full access hypothesis in very early child second language acquisition
Efrat Harel, Sharon Armon-Lotem
Bar Ilan University, Ramat Gan, Israel

P1-10 Relevance of a writing system for a sign language? A question of form and context
Louis-Félix Bergeron, Anne-Marie Parisot
UQÀM, Montréal, Canada

P1-11 The acquisition of the English simple past by French second language learners in a school academic setting: form versus usage
Coralie Payre-Ficout, Jean-Pierre Chevrot
LiDiLeM, Université Stendhal Grenoble 3, France

P1-12 Cross-linguistic transfer of cues in Spanish-English bilingual children with different levels of language proficiency
Ellen Stubbe Kester, Elizabeth D. Peña
The University of Texas at Austin, Austin TX, USA

P1-13 Spanish Dialects in Speech and Language Assessment of Children
Adele Proctor (1), Teresa Estrada (2)
(1) University of Illinois, Urbana-Champaign, USA; (2) Champaign IL, USA

P1-14 Speech Stream perception by Adult L2 Learners of English
Susanne M. E. Sullivan
Adult ESOL Papanui High School, Christchurch, New Zealand

P1-15 The development of lexical diversity in the expression of connectivity in Spanish
Melina Aparici (1), Elisa Rosado (2)
(1) Universitat Autònoma de Barcelona, Barcelona, Spain; (2) Universitat de Barcelona, Barcelona, Spain

P1-16 The influence of Child Directed Speech in the acquisition of Wh-questions in Early Spanish: a case study
Mary R. Espinosa Ochoa
University of the Caribbean, Cancun, Mexico

P1-17 What is his is really yours!: A French-speaking child’s acquisition of possessives
Gabriela Constantinescu, Elena Nicoladis
University of Alberta, Edmonton, Canada

P1-18 The Contribution of Metalinguistic and Reading Skills on Third-Grade Children’s Stress Production in English Derived Words
L. Jarmulowicz, V. L. Taran, S. E. Hay, K. C. Fulmer
The University of Memphis, Memphis TN, USA

P1-19 Eye movements in the integration of text and pictorial information: is there a difference between static vs. dynamic images? A study on subjects in developmental age
Paola Bonifacci, Francesca Chitti, Silvana Contento, Fabiana Grimandi
Department of Psychology, University of Bologna, Italy
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<td>Irina Agafonova, Cristina Schmitt, Alan Munn</td>
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<td>Michigan State University, East Lansing, USA</td>
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<td>José Marcelino Poersch (1), Carla Aparecida Cielo (2)</td>
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<td>(1) Pontifical Catholic University of RS-Brazil, Porto Alegre, Brazil; (2) Federal University of Santa Maria, Santa Maria, Brazil</td>
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<td>P1-22</td>
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<td>Marshall University Graduate College, Graduate School of Education and Professional Development, South Charleston, USA</td>
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<td>Clara Martinot, Angélique Laurent</td>
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<td>Cognition, Communication et Développement Laboratory, Toulouse-Le Mirail University, Toulouse, France</td>
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<td>Dava Waltzman (1), Janet Roalino (2), Wanda Cruz (3)</td>
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<td>(1) Hunter College of the City University of New York, New York, USA; (2) New York Eye and Ear Hospital, New York, USA; (3) New York Department of Education, New York, USA</td>
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<td>Which phonological cues might motivate early acquisition in Turkish? An analysis of 9–24 months of normally developing children</td>
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<td>(1) Anadolu University, Eskisehir, Turkey; (2) North Iowa University, Cedar Rapids, USA</td>
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<td>Susanne Grassmann</td>
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<td>Max-Planck-Institute for evolutionary Anthropology, Leipzig, Germany</td>
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<td>Katrin Schneider, Britta Lintfert</td>
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<td>Institute of Natural Language Processing, University of Stuttgart, Stuttgart, Germany</td>
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<td>Diana Apoussidou</td>
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<td>University of Amsterdam, Amsterdam, The Netherlands</td>
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<td>Development of /s/and /ʃ/ in the speech of Icelandic children</td>
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<td>The developmental of phonological contrasts in English-speaking children: evidence for universal mechanisms</td>
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<td>(1) University of Reading, UK; (2) University of Newcastle, UK; (3) University of Central Florida, USA</td>
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<td>A Different Model for Acquisition of Phonology</td>
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<td>Faculty of Persian literature &amp; foreign languages, Teheran, Iran</td>
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P1-35 Emergence and development of Speech Sounds in Child language: Input-output correlation & the role of Physiological factors
Reza M. Sahraee
Faculty of Persian literature & foreign languages, Teheran, Iran

P1-36 Is nonword repetition a developmentally sensitive measure of phonological working memory for Cantonese-speaking preschool children?
Anita M.-Y. Wong (1), Stephanie F. Stokes (2), Paul Fletcher (3)
(1) University of Hong Kong, Hong Kong-SAR, China; (2) University of Reading, Reading, UK; (3) University College Cork, Cork, Ireland

P1-37 Nonlinear analyses of the phonological systems of German-speaking children with and without phonological impairment
Angela Ullrich (1), Barbara Bernhardt (2)
(1) University of Cologne, Cologne, Germany; (2) University of British Columbia, Vancouver, Canada

P1-38 Infant discrimination of similar sounds in words: The more difficult to articulate, the more difficult to perceive
Sachiyo Kajikawa (1), Kumiko Sato (1), Kiyoe Kanechiku (1), Mutsumi Imai (2), Etsuko Haryu (3)
(1) Tamagawa University, Tokyo, Japan; (2) Keio University, Kanagawa, Japan; (3) University of Tokyo, Tokyo, Japan

P1-39 Using Voice Onset Time for Estimating production maturity /sP/clusters
Fredrik Karlsson (1), Peter E. Czigler (2), Kirk P. H. Sullivan (1)
(1) Department of Philosophy and Linguistics, Umeå University, Umeå, Sweden; (2) Department of Carin Sciences, Örebro University, Örebro, Sweden

P1-40 Segmental procedures and their relation to the learning of the writing skill
Silvanne Ribeiro Santos, Ana Teberosky
Universitat de Barcelona, Barcelona, Spain

P1-41 The acquisition of phonetic features of handshapes at the age of two to seven
Ritva Takkinen
University of Jyväskylä, Department of languages, Jyväskylä, Finland

P1-42 Relative Variations of Cluster Reduction Processes in the Later Stages of Phonological Development
Verónica Martínez, Manuela Miranda, Eliseo Diez-Itza
University of Oviedo, Spain

P1-43 Phonological changes in syllable duration and filler syllables in early child language
Kimberly Winchester, Katsura Aoyama
Texas Tech University Health Sciences Center, Lubbock, USA

P1-44 Prosodic characteristics of infants’ speech during the single-word period
Katsura Aoyama (2), Barbara L. Davis (1)
(1) Texas Tech University Health Sciences Center, Lubbock TX, USA; (2) The University of Texas at Austin, Austin TX, USA

P1-45 Sentence-initial NPs in Monolingual and Bilingual Children’s Discourse
Ilknur Kecik, F. Hülya Özcan
Anadolu University, Eskisehir, Turkey

P1-46 Comparing normal and autistic Persian children’s CCC scores
Yalda Kazemi
Isfahan University of Medical Sciences, Isfahan, Iran

P1-47 The acquisition of quantification and the weak-strong distinction
Erik-Jan Smits, Bart Hollebrandse
University of Groningen, Groningen, The Netherlands

P1-48 Clitic placement in infinitival clauses in bilingual Spanish-English speaking children
Vera Gutiérrez-Clellen, Gabriela Simon-Cereijido
San Diego State University, University of California, San Diego CA, USA

P1-49 Subject realization in two Spanish/English bilingual children
Eugenia Casielles, Jean Andruski, Sahyang Kim, Geoffrey Nathan, Richard Work
Wayne State University, Detroit, USA
P1-50  I have tagit med the Elimer with the Kuchen. Code-switching evidence for a single syntactic system among child bilinguals
Kristy Beers Fägersten
Universität des Saarlandes, Anglistik, Saarbrücken, Germany

P1-51  The Occurrence of Prepositional Phrases in the Speech of Children with Mental Retardation
Katarzyna Kaczkorowska-Bray (1), Ewa Czaplewska (2)
University of Gdańsk, Department of Speech Pathology, Gdańsk, Poland

P1-52  The Development of Relative Clauses in German and English
Silke Brandt (1), Holger Diessel (2)
(1) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany; (2) University of Jena, Jena, Germany

P1-53  Overt Subjects Distribution in Italian Children Sentences
Paolo Lorusso (1), Claudia Caprin (2), Maria Teresa Guasti (2)
(1) Università Autònoma de Barcelona Department de Filologia Catalana Bellaterra (Cerdanyola del Vallès) Barcelona, Spain; (2) Department of Psychology, University of Milano-Bicocca, Milano, Italy

P1-54  Three year old children are sensitive to case marking in German
Amelie A. Mahlstedt, Ina Bornkessel, Angela D. Friederici
Max-Planck-Institute of Human Cognitive and Brain Sciences, Leipzig, Germany

P1-55  Acquisition of WH-Questions in Hebrew: The Role of Input
Sigal Uziel-Karl
Kibbutzim College of Education, Reut, Israel

P1-56  Local steps in the acquisition of subject-verb agreement
Jacqueline van Kampen
UiL OTS, Utrecht, The Netherlands

P1-57  Oblique Noun Phrases in early child English: Preposition omission or argument structure miscategorization?
Anna Babarczy
Dept of Cognitive Science, Budapest University of Technology and Economics, Budapest, Hungary

P1-58  The Acquisition of Syntactic Awareness
Helen Cairns (1), Dava Waltzman (2), Gloria Schlisselberg (3)
(1) Queens College and the Graduate Center of the City University of New York, New York, USA; (2) Hunter College of the City University of New York, New York, USA; (3) Mercy College, Dobbs Ferry, USA

P1-59  Argument omission in normal and impaired acquisition of Brazilian Portuguese
Letícia Correia, Marina Augusto, Olívia Haeusler
Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Rio de Janeiro, Brazil

P1-60  Acquisition of Binding Principles in L1
Hamideh Marefat
University of Teheran, Teheran, Iran

P1-61  Default my versus default I in the Possessor construction
Jacqueline van Kampen, Arjen Zondervan
UiL OTS, Utrecht, The Netherlands

P1-62  Wh-questions and relative clauses in Greek children with SLI: A follow-up study
Stavroula Stavrakaki (1), Eleni Nikolaki (2), Katerina Syretidou (2), Lambrini Yfanti (2)
(1) Aristotle University of Thessaloniki, Thessaloniki, Greece; (2) Technological Educational Institute of Epirus, Ioannina, Greece

P1-63  The processing of object relative clauses in young Hebrew speakers
Inbal Arnon
Linguistics Department, Stanford University, USA

P1-64  Cluster reductions in Norwegian SLI children: An OT approach
Kirsten Meyer Bjerkan
Bredtvet Resource Centre, Oslo, Norway
PI-65  Processing speed and language impairment over time  
Carol A. Miller (1), Laurence B. Leonard (2)  
(1) The Pennsylvania State University, University Park, Pennsylvania, USA; (2) Purdue University, West Lafayette, Indiana, USA

PI-66  Phonological awareness and phonological memory in children with phonological disorders  
Helena Bolli Mota, Marcia Keske-Soares, Michele Gindri Vieira  
Federal University of Santa Maria, Santa Maria, Brazil

PI-67  The traditional treatment approach with motor emphasis is effective for children with a phonetic articulation disorder  
Thomas Günther  
Zuyd University, Faculty of Speech and Language Pathology, Heerlen, The Netherlands

PI-68  SLI phenomenon or delayed speech? A case study of Polish-speaking girl  
Dorota Kiebzak-Mandera  
Jagellonian University, Dept. of General Linguistics, Cracow, Poland

PI-69  Generalization in subjects with different severity levels of phonological disorders treated by the Modified Maximal Oppositions Model  
Helena Bolli Mota, Marcia Keske-Soares, Tatiana Bagetti  
Federal University of Santa Maria, Santa Maria, Brazil

PI-70  Metaphon therapy in phonological disorders  
Helena Bolli Mota, Marcia Keske-Soares, Luciana Grolli Ardenghi  
Federal University of Santa Maria, Santa Maria, RS, Brazil

PI-71  Acquisition of phoneme categories: a computational study  
Rozenn Le Calvez (1), Emmanuel Dupoux (1), Jean-Pierre Nadal (2), Sharon Peperkamp (1, 3)  
(1) Laboratoire de Sciences Cognitives et Psycholinguistique, Paris, France; (2) Laboratoire de Physique Statistique ENS, Paris, France; (3) Université de Paris 8, Paris, France

PI-72  The effect of orthographic transparency on the development of phonological awareness in Greek deaf children  
Evi Kyritsi (1), Deborah James (2), Susan Edwards (1)  
(1) The University of Reading, Reading, UK; (2) The University of Newcastle, Newcastle, UK

Room: HFB/HS A  
14.30–16.00 h

Symposium 1

The Weaker Language of Bilinguals: A Case of Second Language Acquisition in Early Childhood?  
Jürgen M. Meisel (1), Suzanne Schlyter (2), Gisela Håkansson (2), Natascha Müller (3), Lydia White (4)  
(1) Hamburg University, Hamburg, Germany; (2) Lund University, Lund, Sweden; (3) Bergische Universität, Wuppertal, Germany; (4) McGill University, Montreal, Canada

Room: HFB/HS B  
14.30–16.00 h

Symposium 2

Studies of the Onset of Word Form Recognition: Behavioural and Neurophysiological Approaches  
Marilyn Vihman (1), Guillaume Thierry (1), Jarrad Lum (2), Sven Mattys (3)  
(1) University of Wales, Bangor, UK; (2) University of Manchester, Manchester, UK; (3) University of Bristol, Bristol, UK

Room: HFB/HS C  
14.30–16.00 h

Symposium 3

Roots or Edges? A Comparative Study of Mayan Children’s Early Verb Forms  
Penelope Brown (1), Lourdes de León (2), Barbara Pfeiler (3), Pedro Mateo (4), Clifton Pye (4)  
(1) Max-Planck-Institute of Psycholinguistics, Nijmegen, Holland; (2) CIESAS-Sureste, San Cristobal de las Casas, Mexico; (3) U. Autónoma de Yucatán, Merida, Mexico; (4) University of Kansas, Lawrence, USA
Symposium 4

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

Margaret Friend (1), Leslie J. Carver (2), Elizabeth Bates (2), Donna Thal (1), Melanie Keplinger (3), Pascal Zesiger (3), Marie Brun (3), Arik Levy (3), Muriel Taccoz (3), Philip S. Dale (4)

(1) San Diego State University, San Diego, USA; (2) University of California, San Diego, USA; (3) University of Geneva, Geneva, Switzerland; (4) University of Missouri-Columbia, St. Louis USA

Symposium 5

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

Gina Conti-Ramsden (1), Susan Ellis-Weismer (2), Nicola Botting (1), Bruce Tomblin (3), Kevin Durkin (4)

(1) School of Psychological Sciences, The University of Manchester, Manchester, UK; (2) Waisman Centre, University of Wisconsin, Madison, USA; (3) Speech Pathology and Audiology, University of Iowa, Iowa, USA; (4) Department of Psychology, University of Strathclyde, UK

Symposium 6

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

Theodoros Marinis (1), Charles Yang (2), Thomas Roeper (3), Ianthi Maria Tsimpli (4), Gary Morgan (5)

(1) University College London, London, UK; (2) Yale University, New Haven, USA; (3) University of Massachusetts, Amherst, USA; (4) Aristotle University of Thessaloniki, Thessaloniki, Greece; (5) City University London, London, UK

Paper Session 11

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

Ineta Savickiene (1), Wolfgang U. Dressler (2), Ursula Stephany (3), Katharina Korecky-Kröll (4), Marijan Palmovic (5), Nihan Ketrez (6), Virag Barcza (7)

(1) Vytautas Magnus University, Kaunas, Lithuania; (2) Vienna University, Vienna, Austria; (3) University of Cologne, Cologne, Germany; (4) Austrian Academy of Sciences, Vienna, Austria; (5) University of Zagreb, Zagreb, Croatia; (6) University of Southern California, Los Angeles, USA; (7) Hungarian Academy of Sciences, Budapest, Hungary

**Acquiring Diminutive Structures and Meanings in Hebrew**

Anat Hora, Galit Ben-Zvi, Ronit Levie

Tel-Aviv University, Tel-Aviv, Israel

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

Vera Kempe (1), Patricia J. Brooks (2), Natalija Mironova (3), Angelina Pershukova (3), Olga Fedorova (3)

(1) University of Stirling, Stirling, UK; (2) City University of New York, New York NY, USA; (3) Moscow State University, Moscow, Russia
Paper Session 12

Chair: Laura Bosch, Spain

**Evaluating early speech segmentation in French: effects of rhythmic types and speech mode**
Thierry Nazzi (1), Galina Iakimova (1), Séverine Frédonie (1), Megha Sundara (2), Linda Polka (2)
(1) CNRS, Université Paris 5, Paris, France; (2) McGill University, Montreal, Canada

**The use of phonological phrase boundary cues in word segmentation by French-learning infants**
Séverine Millotte (1), Anne Christophe (1), Sylvie Margules (1), James Morgan (2)
(1) Laboratoire de Sciences Cognitives et Psycholinguistique, EHESS-CNRS-ENS, Paris, France;
(2) Cognitive and Linguistic Sciences, Brown University, USA

**Does infant speech segmentation ability predict language outcomes in toddlers and pre-schoolers?**
Nan Bernstein Ratner (1), Rochelle Newman (1), Ann Marie Jusczyk (2), Kathy Dow (1), Jessica Ter Avest (1),
Laura Gutowski (1), Peter Jusczyk (2)
(1) The University of Maryland, College Park, Maryland MD, USA; (2) The Johns Hopkins University,
Baltimore MD, USA

Paper Session 13

Chair: Insa Gülzow, Germany

**Spatial language and reasoning in Tseltal Mayan**
Linda Abarbanell (1), Peggy Li (1), Anna Papafragou (2)
(1) Harvard University, Cambridge, USA; (2) University of Delaware, Newark, USA

**Acquiring language-specific semantic spatial categories: Documenting the role of linguistic input**
Marianella Casasola, Jui Bhagwat, Kim Ferguson
Cornell University, Ithaca NY, USA

**The spatial reference in children’s narratives**
Aude Laloi
Universiteit van Amsterdam, Amsterdam, The Netherlands

Paper Session 14

Chair: Marita Böhning, Germany

**The Acquisition of Productive Vocabulary in Spanish Down Syndrome Children**
Pilar Soto (1), Miguel Galeote-Moreno (2), Marta Casia (1), Antonio Serrano (2), Aurora Gómez (1),
Laura Pulido (1)
(1) Universidad Autónoma de Madrid, Madrid, Spain; (2) Universidad de Málaga, Málaga, Spain

**Bilingual Children with Down Syndrome: A Longitudinal Study**
Elizabeth Kay-Raining Bird (1), Patricia L. Cleave (1), Natacha Trudeau (2), Elin Thordardottir (3),
Ann Sutton (2)
(1) Dalhousie University, Halifax, Canada; (2) Université de Montreal, Montreal, Canada;
(3) McGill University, Montreal, Canada

**Narratives in Adolescents with Williams-Beuren syndrome (WBS), Down syndrome (DS), Learning Disability /Mental Retardation (LD/MR) and Normally Developing Children (MA)**
Angela Gosch (1), Rainer Pankau (2)
(1) Robert Koch Institute, Berlin, Germany; (2) Klinik für Allgemeine Pädiatrie, Universitätsklinikum
Schleswig-Holstein, Kiel, Germany
16.00–16.30 h  
Coffee Break
Room: HFB/HS A
16.30–18.00 h  
Symposium 7

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

Room: HFB/HS B
16.30–18.00 h  
Symposium 8

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

Room: HFB/HS C
16.30–18.00 h  
Symposium 9

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

Room: OEI/105
16.30–18.00 h  
Symposium 10

Language Development and Peer Language Socialization: Children's Linguistic Competence in their Peer Cultures
Lourdes de Leon (1), Susan Ervin-Tripp (2), Iliana Reyes (3), Martin Lampert (4), Elena A. Escalera (5),
Ann-Carita Evaldsson (6), S. Bahar Koymen (7), Aylin C. Küntay (7), Amy Kyritzis (8)
(1) CIESAS, Mexico; (2) University of California, Berkeley, USA; (3) University of Arizona, Tucson, USA;
(4) Holy Names College, Oakland, USA; (5) St. Mary's College, Moraga, USA; (6) Linköping University, Sweden;
(7) Koc University, Turkey; (8) University of California, Santa Barbara, USA
Program | Tuesday, July 26, 2005

Room: HFB/HS D
16.30-18.00 h

Symposium 11

Cross-Linguistic Investigations of the Syntactic Component in Children with SLI: Non-Local Dependencies and Wh-Movement
Heather van der Lely (1), Theo Marinis (1), Anastasia Archonti (1), Cornelia Hamann (2), Celia Jakubowicz (3), Elisabeth Fonteneau (1), Naama Friedmann (4), Rama Novogrodsky (4), Stavroula Stavrakaki (5)
(1) Centre for Developmental Language Disorders and Cognitive Neuroscience, University College London, London, UK; (2) Dept. of English, University of Oldenburg, Oldenburg, Germany; (3) LPE, CNRS, Université Paris 5, Paris, France; (4) School of Education, Tel Aviv University, Israel; (5) Aristotle University of Thessaloniki, Thessaloniki, Greece

Room: OEI/121
16.30-18.00 h

Symposium 12

Cross-Situational Co-Variation in the Input as a Cue for Vocabulary Acquisition in Children and Machines
Carmel Houston-Price (1), Andrew D. M. Smith (2), Paul Voigt (2)
(1) School of Psychology, University of Reading, Reading, UK; (2) School of Philosophy, Psychology and Language Sciences, University of Edinburgh, Edinburgh, UK

Room: OEI/302 b
16.30-18.00 h

Paper Session 15

Chair: Birgit Herold, Germany

Preference for phonetic patterns in pre-linguistic infants
Rochelle Newman, Grace Yeni-Komshian
University of Maryland, College Park MD, USA

Early (7 to 30 months) vocal activity: a missing link in language development?: results of longitudinal and cross-sectional studies with Spanish children
Susana López-Ornat (1), Alexandra Karousou (1), Carlos Gallego (1), Pilar Gallo (1), Sonia Mariscal (2)
(1) Facultad de Psicología, Universidad Complutense de Madrid (UCM), Madrid, Spain; (2) Facultad de Psicología, Universidad Nacional de Educación a Distancia (UNED), Spain

Room: OEI/323
16.30-18.00 h

Paper Session 16

Chair: Doreen Bryant, USA

The Acquisition the Strong/Weak Inflectional Paradigm in German DPs
Julia Berger-Morales
UCLA, Los Angeles, USA

The acquisition of gender marking in young German-speaking children
Gisela Szaqun, Barbara Stumper, Nina Sondag, Melanie Franik
Department of Psychology, Oldenburg, Germany

Gender acquisition across languages: Dutch and French compared
Marlies van der Velde
CNRS, UMR 7023 – Université Paris-8, France; CNRS, UMR 8581 – LPE, Université Paris-5, France
Room: OEI/302 a  
16.30–18.00 h  
**Paper Session 17**

**Chair:** Ulrich Sauerland, Germany

**Assessing second language proficiency in immigrant children**  
Dörte Utecht, Stefanie Haberzettl  
Universität Bremen, FB 10: Sprach- und Literaturwissenschaft, Germany

**Diagnosing language disorders in multilingual children: a contribution**  
Maria Manuela Julien  
Haags Audiologisch Centrum, The Hague, The Netherlands

**Bimodal development of Danish children with hearing loss**  
Martin Weis Lindegaard  
Center for Language Acquisition, University of Southern Denmark, Denmark

Room: OEI/301  
16.30–18.00 h  
**Paper Session 18**

**Chair:** Susanne Bartke, Germany

**Language of space in Hungarian individuals with Williams syndrome: is there a special interaction?**  
Agnes Lukacs (1), Csaba Pleh (2), Mihaly Racsmay (3)  
(1) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Research Institute of Linguistics, Hungarian Academy of Sciences, Budapest, Hungary; (2) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Department of Cognitive Science, Budapest, Hungary; (3) HAS – Budapest University of Technology and Economics, Research Group on Neuropsychology and Psycholinguistics, Institute of Psychology, University of Szeged, Budapest, Hungary

**Spatial Prepositions and Narrative Structure in Williams Syndrome**  
Eliseo Diez-Itza, Aránzazu Antón, Marta Pérez-Toral, Joaquín F. Toral, Davinia F. Espejo, Verónica Martínez  
Universidad de Oviedo, Spain

**Grammatical and lexical abilities in Williams Syndrome**  
Victoria Joffe (1), Spyridoula Varlokosta (2)  
(1) City University, London, UK; (2) University of the Aegean, Rhodes, Greece

Room: Audimax  
18.30 h  
**Special Symposium in Honor of Dan Slobin**

**The Crosslinguistic Research Paradigm for the Study of Child Language Development: History, Theory, and Directions**  
Nancy Budwig (1), Jiansheng Guo (2), Kei Nakamura (3), Michael Bamberg (1), Ruth Berman (4), Melissa Bowerman (5), Susan Ervin-Tripp (6), Judy S. Reilly (7, 8), Dan Slobin (6)  
(1) Clark University, USA; (2) California State University, Hayward, USA; (3) Keio University/International Christian University, Japan; (4) Tel Aviv University, Israel; (5) Max-Planck-Institute, Nijmegen, The Netherlands; (6) University of California, Berkeley, USA; (7) San Diego State University, USA; (8) Université de Poitiers, France
Wednesday, July 27, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 3

Chair: Jürgen Weissenborn, Germany

Alternative Minimalist Visions of Language
Ray Jackendoff
Brandeis University, Waltham, USA

10.30–11.00 h Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 19

Chair: Susanna Bartsch, Germany

The acquisition and use of verb argument structure in Mandarin Chinese
Joanne Lee, Letitia Naigles
University of Connecticut, CT, USA

The development of Preferred Argument Structure patterns in the English transitive and intransitive constructions
Robert Maslen
Max Planck Child Study Centre, University of Manchester, UK

What Non-Agent Subjects Tell us about the Development of Verb Argument Structure: Evidence from the Acquisition of Change-of-State Verbs in Hebrew
Sigal Uziel-Karl (1), Nancy Budwig (2)
(1) Kibbutzim College of Education, Tel Aviv, Israel; (2) Clark University, Worcester MA, USA

Argument structure development across multi-modal dialogic interaction
Barbara F. Kelly
Stanford University

Room: HFB/HS B
11.00–13.00 h

Paper Session 20

Chair: Insa Gülzow, Germany

Establishing referents for novel words: pragmatic inferences and specificity
Agnes Lukacs
Research Group on Neuropsychology and Psycholinguistics, Hungarian Academy of Sciences; BUTE-Research Institute of Linguistics, Hungarian Academy of Sciences, Hungary

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

The ups and downs of childrens’ acquisition of new words
Marnie E. Arkenberg, Keith E. Nelson, Yue Xuan, Ilana Feld
The Pennsylvania State University, University Park, Pennsylvania, USA

Lexical Development in Maltese Children: A Preliminary Investigation
Daniela Gatt, Carolyn Letts, Thomas Klee
University of Newcastle-upon-Tyne, UK
Room: HFB/HS C
11.00–13.00 h

**Paper Session 21**

**Chair:** Hatice Sofu, Turkey

1. **Successive bilingualism within the critical period: child L2 vs. child L1 and adult L2 acquisition**
   Elma Blom
   Amsterdam Center for Language and Communication, Amsterdam, The Netherlands

2. **The acquisition of Basque and Spanish: evidence of language separation in successive bilingualism**
   Itziar Idiazabal, Margareta Almgren, Leire Beloki, Ibon Manterola
   University of the Basque Country, Vitoria-Gasteiz, Spain

3. **The specificity of consecutive bilingualism in early childhood: a case study of a Russian-English-speaking child**
   Julia Yarmolinskaya, Isabelle Barriere
   Johns Hopkins University, Baltimore MD, USA

4. **Kaqchikel and Spanish Bilingualism in Mayan Children**
   Ivonne Heinze Balcazar
   California State University Dominguez Hills, Carson, USA

Room: OEI/105
11.00–13.00 h

**Paper Session 22**

**Chair:** Melita Kovacevic, Croatia

1. **German and Russian child-directed speech: a construction-based analysis**
   Elena Lieven, Kirsten Abbot-Smith, Sabine Stoll
   MPI-EVA, Leipzig, Germany

2. **Characteristics of maternal input and its relation to children's vocabulary development — a study on word production and frequency of word categories in German child-directed speech**
   Christina Kauschke (1), Gisela Klann-Delius (2), Raik Hachmeier (2)
   (1) University of Potsdam, Potsdam, Germany; (2) Free University, Berlin, Germany

3. **Who is a “fine tuned” mother? Evidence from early verb learning by Hebrew-speaking children**
   Esther Dromi, Hana Bibi
   Tel-Aviv University, Tel-Aviv, Israel

4. **Teaching a new word: Properties of IDS to 12-month-old German learning children**
   Anja Müller (1), Barbara Höhle (2), Jürgen Weissenborn (1)
   (1) Humboldt University Berlin, Germany; (2) University of Potsdam, Germany

Room: HFB/HS D
11.00–13.00 h

**Paper Session 23**

**Chair:** Heike Herrmann, Germany

1. **Rates and Patterns of Syntax Acquisition by Children with Specific Language Impairment and by Children with Typical Language Levels**
   Keith Nelson, Marnie E. Arkenberg, Yue Xuan, Ilana Feld
   Penn State University

2. **The Import of Growth Timing for Causal Models of Language Acquisition and Impairment**
   Mabel Rice
   University of Kansas, Lawrence, USA

3. **Complex Sentence Production in Children with Specific Language Impairment**
   Amanda J. Owen, Laurence B. Leonard
   Purdue University, West Lafayette, USA

4. **The Use of Aspect markers in Mandarin-speaking Children with Specific Language Impairment**
   Hintat Cheung
   Graduate Institute of Linguistics, National Taiwan University, Taiwan
Program | Wednesday, July 27, 2005

Room: OEI/121
11.00–13.00 h

Paper Session 24
Chair: Marilyn Vihman, UK

Two-year-old Dutch- and Russian speaking children: Exploring the vowel space
Jeannette M. van der Stelt (1), Elena Lyakso (2), Alexandra Gromova (2)
(1) Institute of Phonetic Sciences/ACLC, University of Amsterdam, Amsterdam, The Netherlands;
(2) Uchtomsky Institute of Physiology, St. Petersburg State University, St. Petersburg, Russia

In what ways phonological development differs: A preliminary analysis in Turkish, Korean and Hungarian
Seyhun Topbas, Sertan Ozdemir
Anadolu University, Eskisehir, Turkey

The assessment of phonological movement in Quebec Sign Language (LSQ) in two deaf children from the province of Quebec
Anne-Marie Parisot (1), Anne De la Durantaye (2)
(1) Université du Québec à Montréal, Montréal, Canada; (2) Centre de recherche interdisciplinaire en réadaptation de Montréal, Montréal, Canada

Sub-segmental phonology in infants’ lexical representations
Katherine White, James Morgan
Brown University, Providence, USA

Room: OEI/301
11.00–13.00 h

Paper Session 25
Chair: Oda-Christina Brandt, Germany

Language development in a child with a congenital left temporal lesion and epilepsy, operated-on at the age of 45 months: a six-year follow-up study
Marie-Thérèse Le Normand (1), Emmanuelle Maes (1), Ignacio Sfaella (2), Monica Zilbovicius (2), Alexis Arzimanoglou (1, 3)
(1) INSERM et service de neuropédiatrie et des maladies métaboliques, Hôpital Robert Debré, Paris, France;
(2) INSERM, ERM0205 et CEA Orsay, France; (3) Childhood Epilepsies Programme, Hôpital Robert Debré, Paris, France

White matter injury leading to selective long-term cognitive and language deficits: A study of language acquisition after perinatal brain lesion
Blazenka Brozovic (1), Mirna Kostovic Srzentic (2), Marko Rados (3), Milos Judas (3), Tomislav Gojmerac (4), Vlatka Mejaski-Bosnjak (4), Ivica Kostovic (3)
(1) University of Zagreb Department of Speech and Language Pathology Croatian Institute for Brain Research Developmental Neurolinguistic Lab, Zagreb, Croatia; (2) Department of Health Psychology School of Health Studies Croatian Institute for Brain Research Zagreb, Croatia; (3) Croatian Institute for Brain Research Medical School University of Zagreb, Zagreb, Croatia; (4) Department of Pediatrics Children's Hospital Medical School Zagreb Croatian Institute for Brain Research, Zagreb, Croatia

Language disorders in Benign Childhood Epilepsy with Centro-Temporal Spikes
Cécile Monjauze (1), Laurence Tuller (1), Caroline Hommet (2), Abdelhamid Khomsi (1)
(1) Laboratoire langage et handicap, JE 2321, Tours, France; (2) Neurology and laboratoire INSERM 316, hôpital Bretonneau, CHRU Tours, France

Vocal imitation in “mother-child” dyads with children developing normally and children with neurological disorders: a longitudinal study
Elena Lyakso, Olga Frolova
St. Petersburg State University, Uchtomsky Institute of Physiology, St. Petersburg, Russia
Room: OEI/323
11.00–13.00 h

**Paper Session 26**

**Chair:** Mercé Coll, Spain

**Negation for free: Influence from Negative Polarity Items in acquisition**
Heiner Drenhaus  
University of Potsdam, Department of Linguistics, Potsdam, Germany

**“Kids keep yelling at ya?” A new look at polar interrogatives**
Bruno Estigarribia  
Stanford University, Stanford CA, USA

**Early syntactic creativity: insights from computer simulations**
Paul Vogt  
School of Philosophy, Psychology and Language Sciences, University of Edinburgh, Edinburgh, UK

**Visible and Invisible Extraction**
Bart Hollebrandse, Leontine Kremers  
Groningen University, Groningen, The Netherlands

Room: OEI/302 b
11.00–13.00 h

**Paper Session 27**

**Chair:** Katrin Lindner, Germany

**Early linguistic profiles of infants at risk for dyslexia**
Charlotte Koster, Evelien Krikhaar, Pieter Been  
Neuroimaging Center, School of Behavioral and Cognitive Neurosciences, University of Groningen, Groningen, The Netherlands

**Early phonology and morphosyntax in children with a genetic risk of dyslexia**
Elise de Bree, Carlien Wilsenach, Frank Wijnen  
Utrecht University, Utrecht, The Netherlands

**Insights on the acquisition of the oral and sign language in Deaf Italians: Logogenia’s perspective**
Debora Musola (1), Elisa Franchi (1), Laura Mazzoni (2)  
(1) University of Venice, Venice, Italy; (2) University of Pisa, Pisa, Italy

**FoxP2 and vocal learning in songbirds**
S. Haesler (1), K. Wada (2), W. Enard (5), P. Licznerski (3), P. Osten (3), E. Morrissey (4), E. Jarvis (2), C. Scharff (1)  
(1) Max-Planck-Institute for Molecular Genetics, Berlin, Germany; (2) Duke University Medical Center, Durham, USA; (3) Max-Planck-Institute for Medical Research, Heidelberg, Germany; (4) University of Pennsylvania, Philadelphia, USA; (5) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Room: OEI/302 a
11.00–13.00 h

**Paper Session 28**

**Chair:** Ayhan Aksu-Koc, Turkey

**Simplicity of form vs. complexity of structure – two approaches to word-formation acquisition**
Ewa Haman  
Warsaw University, Warsaw, Poland

**Learning Evidential Morphology**
Peggy Li (1), Anna Papafragou (2), Chung-hye Han (3), Youngon Choi (4)  
(1) Harvard University, Cambridge, USA; (2) University of Delaware, Newark, USA; (3) Burnaby, Canada; (4) University of Pennsylvania, Philadelphia, USA
The emergence of grammaticality in French: evidence from bound verbal morphology and protomorphological fillers
Edy Veneziano (1), Christophe Parisse (2)
(1) LEAPLE et Equipe Développement et Fonctionnement Cognitifs, Université Paris 5-CNRS, Paris, France; (2) LEAPLE, Université Paris5-CNRS, Paris, France

The interaction between question formation and verbal morphology in the acquisition of Hebrew
Sharon Armon-Lotem
Bar Ilan University, Ramat Gan, Israel

Room: HFB/Senatssaal
13.00–14.30 h
Poster Session 2 & Lunch Break

P2-01 Symbolic Development Among Monolingual and Bilingual Toddlers
Marc H. Bornstein, Linda R. Cote
National Institute of Child Health and Human Development, Bethesda MD, USA

P2-02 Variation in second language acquisition of Turkish children in Germany
Solveig Kroffke
Research Center „Multilingualism“, Hamburg, Germany

P2-03 Language separation and mixed multilingual input
Carmel O’Shanessy
Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; University of Sydney, Sydney, Australia

P2-04 Bilingualism and tense-aspect: Narrative structures of children acquiring German and Russian
Tanja Anstatt
Slavisches Seminar, Universität Tübingen, Germany

P2-05 Language acquisition in a multilingual society: a pilot study of two siblings from the Veneto Region in Italy
Anna Ghimenton, Jean-Pierre Chevrot
Lidilem, University Stendhal of Grenoble 3, France

P2-06 Mutual Exclusivity and Social Cues in Infants’ Ability to Learn Two Labels for a Single Object
Jui Bhagwat (1), Marisol de Jesus (2), Marianella Casasola (1)
(1) Cornell University, Ithaca, USA; (2) University of Puerto Rico, Puerto Rico, US Territory

P2-07 Interculturalism in Bilingual Lexical Development
Gordana Dobravac, Gordana Hrzica, Maja Mustapic, Nevena Padovan
University of Zagreb, Laboratory for Psycholinguistic Research, Zagreb, Croatia

P2-09 Temporal structure in texts written by Dutch deaf children with various levels of proficiency in sign language: a developmental perspective
Liesbeth M. van Beijsterveldt, Janet G. van Hell
Radboud University, Nijmegen, The Netherlands

P2-10 Dialogue and the construction of epistemic verbs
Rodrigo Romero
University at Buffalo, Buffalo, USA

P2-11 Comprehension of sequential and simultaneous events: order-of-mention and chronological time in the acquisition of temporal structures
Pirita Pyykkönen, Juhani Järviä
Department of Psychology, University of Turku, Turku, Finland

P2-12 Orienting to third-party conversations
Carmen Martinez-Sussmann (1), Nameera Akhtar (1), Lori Markson (2), Gil Diesendruck (3)
(1) University of California at Santa Cruz, Santa Cruz, USA; (2) University of California at Berkeley, Berkeley, USA; (3) Bar-Ilan University, Ramat-Gan, Israel

P2-13 The Role of Language in the Development of Iconic Representation
Tammy D. Tolar, Amy R. Lederberg, Sonali Gokhale
Georgia State University, Atlanta, USA
P2-14 Primary Metaphors on Language Acquisition – a crosslinguistic study
Maity Siqueira
Faccat, Porto Alegre, Brazil

P2-15 Pre-School Children's Understanding of Instructions
Ewa Czaplewska, Katarzyna Kaczorowska-Bray
University of Gdansk Department of Speech Pathology, Gdansk, Poland

P2-16 Improving Discourse Development in Down Syndrome
Manuela Miranda, Verónica Martínez, Jonathan Huelmo, Elena Álvarez, Gema Fernández, Eliseo Diez-Itza
University of Oviedo, Spain

P2-17 Spatial Language in Narratives in German Williams Syndrome
Marion Krause
Institut für Sprache und Information, Dept. Allgemeine Sprachwissenschaft, Heinrich-Heine-Universität
Düsseldorf, Düsseldorf, Germany

P2-18 Development of Social Communication in a preverbal child with Williams syndrome
Vesna Stojanovik (1), Deborah James (2)
(1) University of Reading, Reading, UK; (2) University of Newcastle, Newcastle, UK

P2-19 Parental reports on the web – methods and considerations
Eva Berglund, Richard Fannon
Department of Psychology, Uppsala, Sweden

P2-20 The role of linguistic fluency, age of L2 acquisition and experience with new cultural-linguistic environment in bilinguals’ divergent thinking
Anatoliy Kharkhurin
City University of New York, New York, USA

P2-21 Cross-cultural Study of Metaphor in English and Chinese Children and Adults from the Perspective of Cognitive and Developmental Psychology
Chongying Wang, Ann Dowker
University of Oxford, Oxford, UK

P2-22 Variability and Stability in Early Japanese Phonology
Haruko Miyakoda
Tokyo University of Agriculture and Technology, Tokyo, Japan

P2-23 The Associations among Maternal Education, Language “teaching practices, and Children’s Language Development in China
Xingming Jin (1), Yiwen Zhang (1), Erika Hoff (2), Chunyan Tian (2)
(1) Shanghai Xinhua Hospital, Shanghai, China; (2) Florida Atlantic University, Boca Raton, USA

P2-24 The CDI Spanish Short Form: Profiling Language Development in Day Care Centers in Mexico
Donna Jackson-Maldonado, Jessica Martín del Campo
Universidad Autónoma de Querétaro, Querétaro, Mexico

P2-25 Expository Discourse Development in American and New Zealand Youth: A Cross-Cultural Comparison
Marilyn A. Nippold (1), Catherine Moran (2), Tracy C. Mansfield (1), Gail Gillon (2)
(1) University of Oregon, Eugene, Oregon, USA; (2) University of Canterbury, Christchurch, New Zealand

P2-26 Links Between Language Development and Narrative Structuring Among Preschool-Aged Children
Hélène Makdissi (1), Andrée Boisclair (2), Catherine Fortier (1), Claudia Sanchez (1)
(1) Université de Sherbrooke, Sherbrooke, Canada; (2) Université Laval, Québec, Canada

P2-27 Gender Differences in Children's Use of Discourse Markers: Separate Worlds or Different Contexts?
Elena Andrea Escalera
St. Mary's College of California, Moraga CA, USA

P2-28 Task activity in speech therapy and at home – comparing two learning contexts
Tuula Tykkyläinen
University of Helsinki, Dept. of Speech Sciences, Finland

P2-29 Partial repeats of prior answers: How children construct individual answers to teachers’ questions
Piera Margotti
University for Foreigners of Perugia, Dep. Sciences of Language
P2-30 Considerations with respect to construction and acquisition of word order in sentences exemplified by resultative constructions in German
Michael Richter
Institut für deutsche Sprache und Literatur und ihre Didaktik, Universität Lüneburg, Lüneburg, Germany

P2-31 Language impairment as a result of the parents’ discourse
Leda Verdiani-Tfouni, Beatriz Helena M. Ferriolli
University of São Paulo, Ribeirão Preto, Brazil

P2-32 Functions of Diminutives in Mother–Child Narrative Construction
Gigliana Melzi (1), Kendall A. King (2)
(1) New York University, New York, USA; (2) Georgetown University, Washington DC, USA

P2-33 Variability in Spectro-Temporal Features: a Developmental Study of Speech in Children
Latika Singh, Nandini Singh
National Brain Research Centre, Manesar Gurgaon, India

P2-34 Impact of usage of screen media on the social interaction competence of 4–6 year old children
Aradhna Malik
University of Denver, Denver, USA

P2-35 Perception and acquisition of stylistic variation with 10/11 year-old children: a pilot study
Laurence Buson, Jacqueline Billiez
LIDILEM, Université Stendhal, Grenoble, France

P2-36 The impact of pretend play in the wake of story reading upon children’s literate discourse
Eva Teubal (1), Ester Vardi (2), Tamar Eylon (2), Zehava Cohen (2)
(1) Hebrew University and David Yellin Teachers’ College, Jerusalem, Israel; (2) Kaye College of Education, Beer Sheva, Israel

P2-37 Child-Directed Speech Can Be Elicited in the Absence of a Child
Sonja Biersack, Vera Kempe
Department of Psychology, Stirling, UK

P2-38 The development of global coherence in life narratives from childhood to young adulthood
Tilmann Habermas
Goethe University of Frankfurt, Frankfurt am Main, Germany

P2-39 Sequential dual language learning in adopted children from China
Karine Gauthier, Fred Genesee
Department of Psychology, McGill University, Montreal, Canada

P2-40 Clusters of Parent Interaction Styles During Storybook and Expository Book Sharing with Preschoolers
Lisa Hammett
University of North Carolina at Chapel Hill, USA

P2-41 Development of Maternal Conversation Repairs
Judith Vander Woude (1), Abigail Bormann (2)
(1) Calvin College, Grand Rapids, Michigan, USA; (2) Purdue University, West Lafayette, Indiana, USA

P2-42 Talk-focused talk in maternal speech in early infancy
Magda Rivero, Ana Teberosky, Núria Ribera
Department of Developmental and Educational Psychology, University of Barcelona, Barcelona, Spain

P2-43 Responsiveness in peer interaction. Dialogues between children with SLI and language- and age-matched typically developing peers
Barbro Bruce, Kristina Hansson, Ulrika Nettelbladt
Department of Logopedics, Phoniatrics and Audiology, Lund University, Lund, Sweden

P2-44 Children’s Communication Checklist: the Study of Persian Children
Yalda Kazemi (1), Elham Afsharian (2), Bahareh Mirzaei (2), Maryam Baghbani (2), Mitra Sademirinejad (2), Leila Gheleyempour (2), Maryam Najarzadeh (2), Neda Yabandeh (2)
(1) Isfahan University of Medical Sciences, Isfahan, Iran; (2) Isfahan, Iran

P2-45 Development of Referent Introduction in Cantonese Narratives
Carol K.-S. To
University of Hong Kong, Hong Kong, China
P2-46 Young Russian children’s use of referring expressions
Olga Fedorova
Moscow State University, Moscow, Russia

P2-47 The use of temporal markers in different narrative genres across age
Maria Rosa Solé, Olga Soler
Universitat Autònoma de Barcelona, Barcelona, Spain

P2-48 Referents’ introduction in narrative discourse by normal and language-impaired children
Juliane Ingold, Stéphane Jullien, Geneviève de Weck
Institut d’orthophonie, University of Neuchâtel, Switzerland

P2-49 Children’s referential perspective in story narration from pictures
Phyllis Schneider
University of Alberta, Edmonton, Canada

P2-50 Verbal Prompts and Recasts in Language Interactions with Hebrew and Arabic Language-Impaired Children
Rachel Yifat (1), Sara Zadunaisky-Ehrlich (2), Hanan Asaad (1)
(1) University of Haifa, Haifa, Israel; (2) The Hebrew University, Jerusalem, Israel

P2-51 Relationship between early narrative skill and later reading and language ability in Mandarin-speaking children: A longitudinal study
Chien-ju Chang
National Taiwan Normal University, Taipei, Taiwan

P2-52 Combining voices in Venezuelan children’s narratives
Martha Shiro
Universidad Central de Venezuela

Zhou Jing
Faculty of Preschool & Special Educaion, East China Normal University, Shanghai, China

P2-54 Standardized and Descriptive Measures of Narrative Production in School-Age Children with ADHD
Geralyn R. Timler
University at Buffalo, Buffalo NY, USA

P2-55 Collaborative constructions in conversation
Rosa Graciela Montes
Benemérita Universidad Autónoma de Puebla, Puebla, Mexico

P2-56 Episodic development in preschool children’s play-prompted and direct elicited narratives
Hande Ilgaz, Ayhan Aksu-Koc
Bogazici University, Istanbul, Turkey

P2-57 Spontaneous speech and strategic use of monological repetition in parent-toddler conversation
Daniela Marchione (1), Simonetta D’Amico (1, 2), Antonella Devescovi (1)
(1) University of Rome la sapienza, Rome, Italy; (2) University of Aquila, Aquila, Italy

P2-58 Measuring referring expressions in a narrative context: a pilot study with Francophone children
Camille Gregoret-Quinn, Phyllis Schneider
University of Alberta, Edmonton, Canada

P2-59 Narrative and other aspects of memory in three groups of preschoolers: perinatal brain lesions/specific language impairment/typically developing children
Jasmina Ivsac, Sanja Simlesa, Marta Ljubesic
Faculty of Education and Rehabilitation Sciences, Speech and Language Pathology Department, University of Zagreb, Croatia

P2-60 Synaesthetic metaphor in children’s texts – field: The neurocognitive basis of language learning
Bernadeta Niesporek-Szamburska
Silesian University, Katowice, Poland
P2-61 A cross-linguistic study in Turkish and Dutch: Disentangling Bilingualism in Children with Specific Language Impairment (SLI)
Antje Orgassa, Jan de Jong, Fred Weerman, Anne Baker
University of Amsterdam, Amsterdam Center of Language and Communication (ACLC), Amsterdam, The Netherlands

P2-62 Development of Comprehension of (In)transitivity in Turkish: an Act-out Study
Tilbe Göksun (1), Aylin C. Küntay (1), Letitia R. Naigles (2)
(1) Koç University, Istanbul, Turkey; (2) University of Connecticut, CT, USA

P2-63 Cultural Variations in Mother-Child Talk About Mental States
Robin Thompson, Gigliana Melzi
New York University, New York, USA

P2-64 Language skills, executive function and children theories of mind
Maria Kielar-Turska, Marta Bialecka-Pikul, Anna Skórska
Institute of Psychology, Jagiellonian University, Kraków, Poland

P2-65 Naming emotions in communicative situations: research on verbal expression of emotions
Maria Kielar-Turska, Marta Bialecka-Pikul
Institute of Psychology, Jagiellonian University, Kraków, Poland

P2-66 A cross-linguistic study of affective speech in bilingual children
Ioulia Grichkova, Ineke Mennen
QMUC, Edinburgh, UK

P2-67 Mothers’ Reading Practices in Japan and the US
Eiko Kato-Otani
Osaka Jogakuin College, Osaka, Japan

P2-68 Ways of being together: German and Japanese preschoolers and their mothers’ conversations on internal states
Jessika Tsubakita, Alkim Ari
Freie Universität, Berlin, Germany

P2-69 Does the relationship between social interaction and language development vary across different social contexts?
Joan Test
Southern Illinois University, Carbondale, Illinois, USA

P2-70 Comparative study of early language development and cognitive development in the U.S. and Japan
Tamiko Ogura (1), Philip S. Dale (2), Yukie Yamashita (3), Toshiki Murase (4), Aki Mahieu (3)
(1) Kobe University, Kobe, Japan; (2) University of Missouri-Columbia, Columbia, USA;
(3) Shimane Prefectural Women's College, Matsue, Japan; (4) Shimane University, Matsue, Japan

P2-71 It's a little freaky: Boys' mitigation of verbal expressions of affection and affiliation
Judith Becker Bryant (1), Ganie DeHart (2)
(1) University of South Florida, Tampa, USA; (2) State University of New York at Geneseo, Geneseo, USA

P2-72 Contingency Relations in Mandarin Parent-child Conversation
Ching-chih Huang
National Chengchi University

P2-73 Children's expression of intentional and epistemic states as reasons of events in narratives: the role of scaffolding in 4–6 to 12 year-olds normally-developing and SLI children
Edy Veneziano (1), Christian Hudecot (2)
(1) LEAPLE et Equipe Développement et Fonctionnement Cognitifs, Université Paris 5-CNRS, Paris, France;
(2) LEAPLE, Université Paris 5-CNRS, Paris, France

P2-74 Language Mixing and Language Maintenance: Story telling strategies among Aboriginal caregivers
Gillian Wigglesworth (1), Jane Simpson (2), Karin Moses (1), Felicity Meakins (1), Patrick McConvell (3), Samantha Disray (1)
(1) University of Melbourne, Melbourne, Australia; (2) University of Sydney, Sydney, Australia;
(3) Institute for Aboriginal and Torres Strait Islander Studies, Canberra, Australia

P2-75 Developmental pragmatics: crosslinguistic aspects in atypical children
Erland Hjelmquist
University of Goteborg, Goteborg, Sweden
P2-76 Developmental pragmatics: crosslinguistic aspects in atypical children
Geneviève de Weck
University of Neuchâtel, Neuchâtel, Switzerland

P2-77 Learning talk in peer interaction 1
Veslemøy Rydland, Vibeke Grøver Aukrust
University of Oslo, Oslo, Norway

P2-78 Learning talk in peer interaction 2
Shoshana Blum-Kulka, Michael Hamo
Hebrew University, Jerusalem, Israel

P2-79 Learning talk in peer interaction 3
Ageliki Nicolopoulou, Carolyn Brochmeyer
Lehigh University, Bethlehem PA, USA

P2-80 Screening Polish late talkers with Bates-MacArthur inventories at the age of 18, 24 and 30 months
Magdalena Smoczynska, Dorota Kiebzak-Mandera, Agnieszka Kraska, Kinga Kiklica, Karolina Szczurek
Jagellonian University, Kraków, Poland

P2-81 The MacArthur-Bates CDI in some Romance Languages and Basque: language development and language differences
Miguel Pérez-Pereira (1), Dona Jackson-Maldonado (2), Maria-José Ezeizabarrena (3), Sophie Kern (4)
(1) Univ. of Santiago de Compostela; (2) Univ. of Querétaro, Mexico; (3) Univ. of the Basque Country; (4) Univ. of Lyon

Mariela Resches, Pilar Fernández, Miguel Pérez-Pereira
University of Santiago de Compostela

P2-83 French version of the MacArthur-Bates CDI “words and sentences”
Sophie Kern
Laboratoire Dynamique du Langage, Lyon, France

P2-84 Catalan version of the MacArthur-Bates CDI-II “words and sentences”
E. Serrat (1), R. Olmo (1), I. Badia (2), M. Sanz Torrent (2), E. Aguilar (3), M. F. Lara (2), M. Serra (2)
(1) Departament de Psicologia, University of Girona, Spain; (2) Departament de Psicologia Bàsica, University of Barcelona, Spain; (3) Departament de Psicologia de l’Educació, University of Illes Balears, Spain

P2-85 The Basque version of the MacArthur-Bates scales (CDI-II)
Maria-José Ezeizabarrena (1), Nekane Arratibel (2), Andoni Barreña (3), Alazne Petuya (4)
(1) Univ. of the Basque Country, (2) University of Mondragon, (3) University of Salamanca, (4) Seaska

Room: HFB/HS A
14.30–16.00 h

Symposium 13

Disordered Language and Complex Syntax
Thomas Roeper (1), Ina Reckling (2), Petra Schulz (3), Lamya Abdulkarim (4), Barbara Pearson (1),
Uri Strauss (1), Ulrich Sauerland (5)
(1) University of Massachusetts, Amherst, USA; (2) University of Potsdam, Potsdam, Germany;
(3) University of Education, Karlsruhe, Germany; (4) King Saud University, Riyadh, Saudi Arabia;
(5) Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany
Program | Wednesday, July 27, 2005

Symposium 14

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

Symposium 15

Exploring the Effects of Prosody, Morphology, Frequency and Representation on the Development of Syllable Structure in Romance Languages
Katherine Demuth (1), Pilar Prieto (2), Marta Bosch-Baliarda (3), Sonia Frota (4), Maria Joao Freitas (4), Marina Vigario (5), Conxita Lleó (6), Margaret Kehoe (6), Elizabeth McCullough (1)
(1) Brown University, Providence RI, USA; (2) ICREA and Universitat Autònoma de Barcelona, Spain; (3) Universitat de Barcelona, Spain; (4) Universidade de Lisboa, Portugal; (5) Universidade do Minho; (6) University of Hamburg, Hamburg, Germany

Symposium 16

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

Symposium 17

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

Symposium 18

Learning Complex Syntax
Holger Diessel (1), Evan Kidd (2), Ewa Dabrowska (3), Elena Lieven (4), Devin Casenhiser (5), Adele Goldberg (5), Joan L. Bybee (6)
(1) University of Jena, Germany; (2) University of Manchester, UK; (3) University of Sheffield, UK; (4) MPI-EVA, Leipzig, Germany; (5) Princeton University, USA; (6) University of New Mexico, Albuquerque, USA
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Room: OEI/323
14.30–16.00 h

**Paper Session 29**

Chair: Anastasia Christophidou, Greece

**Acquisition of aspectual markers in Bulgarian**
Milena Kuehnast
Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany

**The interaction of Tense and Aspect in the acquisition of child Greek**
Sophia Delidaki
The University of Reading, Reading, UK

**Children’s Comprehension of Particle Verbs and Aspect**
Liane Jeschull
University of Massachusetts, Amherst, USA; University of Leipzig, Germany

Room: OEI/302 b
14.30–16.00 h

**Paper Session 30**

Chair: Heiner Drenhaus, Germany

**The acquisition of irregular plurals in Brazilian Portuguese**
Thaís Cristófaro-Silva (1), Christina Gomes (2), Daniela Guimarães (1), Ana Paula Huback (1, 3)
(1) Federal University of Minas Gerais, Belo Horizonte, Brazil; (2) Federal University of Rio de Janeiro, Rio de Janeiro, Brazil; (3) University of New Mexico, USA

**The acquisition of prosodically complex words in German L1**
Angela Grimm
University of Potsdam, University of Groningen

**Is epenthesis a means to optimize feet? The answer is determined by methodological choices**
Helena Taelman
Universiteit Antwerpen – CNTS, Antwerpen, Belgium

Room: OEI/302 a
14.30–16.00 h

**Paper Session 31**

Chair: Antje Richter, Germany

**The Relationship between Verbosity and Nonverbal Behavior as an Indicator of Involvement in Parent-Child Interaction**
Tsfi ra Lichtman
Ono Academic College, Kiriyat Ono, Israel

**Uncertainty in peer co-narration**
Barbara Bokus
University of Warsaw, Warsaw, Poland

**Influence of Foreign House Maids on Saudi Children’s First Language Acquisition**
Reima Sado Al-Jarf
King Saud University, Riyadh, Saudi Arabia

Room: OEI/301
14.30–16.00 h

**Paper Session 32**

Chair: Marita Böhning, Germany

**The phonological shape of inflected forms in German Williams syndrome**
Martina Penke
Institut für Sprache und Information, Universität Düsseldorf, Düsseldorf, Germany
Linguistic markers of sociability in French-speaking children with Williams Syndrome: Is the profile consistent across contexts?
Agnès Lacroix, Josie Bernicot
Université de Poitiers-CNRS, France

Phonological Characteristics in Prader-Willi Syndrome and Optimality Theory
Cheryl Gamble
University of Ulster, Northern Ireland

16.00—16.30 h Coffee Break

16.30—18.00 h

Symposium 19

The Interaction of Input and Learning Mechanisms in Language Acquisition: Four Case Studies
Toby Mintz (1), Rushen Shi (2), Jesse Snedeker (3), Jeffrey Lidz (4)
(1) University of Southern California, San Diego, USA; (2) Université du Québec, Montréal, Canada; (3) Harvard University, Cambridge, USA; (4) Northwestern University, Chicago, USA

Symposium 20

Children’s Difficulties with Language, Literacy and Word Retrieval
Elizabeth Simmonds (1), Diane German (2), Rochel Newman (3), Jenny Thompson (4), Usha Goswami (4), Julie Dockrell (5), David Messer (6), Victoria Murphy (7)
(1) University College, London, UK; (2) National Louis University, USA; (3) University of Maryland, USA; (4) University of Cambridge, UK; (5) Institute of Education, UK; (6) Open Universtiy, UK; (7) University of Oxford, UK

Symposium 21

Interpreting Children’s Errors in First Language Acquisition
Javier Aguado-Orea (1), Ben Ambridge (2), Sarah Fletcher (2), Daniel Freudenthal (2), Fernand Gobet (3), Julian Pine (2), Caroline Rowland (2), Michael Tomasello (4)
(1) Antonio de Nebrija University, Madrid, Spain; (2) University of Liverpool, Liverpool, UK; (3) Brunel University, Uxbridge, UK; (4) Max-Planck-Institute, Leipzig, Germany

Symposium 22

From Homesign to Emerging Language: A Cross-Cultural, Developmental Survey of Young Languages
Sarah Van Deusen Phillips (1), Asli Ozyürek (2, 3), Carolyn Mylander (1), Burcu Sancar (1), Mark Aronoff (4), Irit Meir (5), Carol Padden (6), Wendy Sandler (5), Marie Coppola (1), Ann Senghas (7), Eve V. Clark (8)
(1) University of Chicago, Chicago, USA; (2) FC Donders Center for Cognitive Neuroimaging; (3) Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; (4) SUNY Stony-Brook, Stony Brook, USA; (5) University of Haifa, Haifa, Israel; (6) University of California-San Diego, San Diego, USA; (7) Barnard College of Columbia University, New York, USA; (8) Stanford University, Stanford, USA
Program | Wednesday, July 27, 2005

Room: HFB/HS D
16.30–18.00 h

**Symposium 23**

**Children with SLI: Information Processing in Different Domains**

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

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

Room: OEI/301
16.30–18.00 h

**Symposium 24**

**Language Choice and Code-Switching in Multilingual Acquisition**

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

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

Room: OEI/302 b
16.30–18.00 h

**Paper Session 33**

Chair: Kazuko Yatsushiro, Germany

**A Late and Selective Semantic Deficit in Specific Language Impairment**
Ulrich Sauerland
Zentrum für allgemeine Sprachwissenschaft, Berlin, Germany

**Semantic skills of children with language impairments and autistic spectrum disorders**
Courtenay Frazier Norbury
Department of Experimental Psychology, University of Oxford, Oxford, UK

**The acquisition of the semantics of exhaustive wh-questions from a cross-linguistic perspective**
Petra Schulz (1), Thomas Roeper (2), Barbara Zurer Pearson (2)
(1) University of Education, Karlsruhe, Germany; (2) University of Massachusetts, Amherst, USA

Room: OEI/323
16.30–18.00 h

**Paper Session 34**

Chair: Annette Fox, Germany

**The acquisition of consistent word realisation in German-speaking children aged 2;0–2;11**
Bianca Schaefer (1), Annette V. Fox (2)
(1) Department of Human Communication Sciences, University of Sheffield, Sheffield, UK; (2) EFF University of Applied Sciences, Idstein, Germany

**Voicing and place contrasts acquisition in the Brazilian Portuguese by normal and delayed children**
Catia de Azevedo Fronza
UNISINOS, São Leopoldo, Brazil

**Relations between production and judgment of acceptability between 2 and 6 years-old: the case of the French liaison**
Aurélie Nardy, Jean-Pierre Chevrot
LIDILEM, Université Stendhal Grenoble 3, France
Program | Wednesday, July 27, 2005

Room: OEI/105
16.30–18.00 h

Paper Session 36
Chair: Barbara Pfeiler, Mexico

A cross-linguistic study of low-income families: Mother-child communication in the U.S. and Venezuela
Beatrice Schnell-Anzola (1), Meredith Rowe (2), Barbara Alexander Pan (1), Robert LeVine (1)
(1) Harvard Graduate School of Education, Cambridge, USA; (2) University of Chicago, Chicago, USA

Do Fathers Contribute to Children’s Early Language in Low Socioeconomic Status Families?
Lori A. Roggman, Lisa K. Boyce, Gina Cook, Katie Christiansen, DeAnn Jones
Utah State University, Logan, Utah, USA

Initial acquisition of nouns and verbs in Tzeltal speaking children
Dedre Gentner (1), Penelope Brown (2) Kathleen Braun (1)
(1) Northwestern University, Evanston, USA; (2) Max-Planck-Institute for Psycholinguistics,
Nijmegen, The Netherlands

Room: HFB/HS A
18.15 h

Business Meeting
Thursday, July 28, 2005

Room: Audimax
09.00–10.30 h

Plenary Speech 4

Chair: Jürgen Meisel, Germany

Language, Core Knowledge and the Biological Foundations of Math and Science
Elizabeth S. Spelke
Harvard University, Cambridge, USA

10.30–11.00 h Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 37

Chair: Susanna Bartsch, Germany

The relation between mental verbs and ToM performance: Evidence from Turkish children
Ayhan Aksu-Koc, Gunes Avci, Çağla Aydin, Nihan Sefer, Yesim Yasa
Bogazici University, Istanbul, Turkey

“That’s me thinking in your head”: theory of mind and semantic development in children with autism
Susan Douglas
La Trobe University, Bundoora, Australia

Japanese Children’s Early Understanding of Epistemic Particles and Its Effect on False-Belief Reasoning
Tomoko Matsui (1), Yui Miura (1), Hannes Rakoczy (2), Michael Tomasello (2)
(1) International Christian University, Mitaka, Tokyo, Japan; (2) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

The use of psychological state terms by late talkers at ages 3, 4, and 5 years
Eliza Carlson Lee, Leslie Rescorla
Bryn Mawr College, Bryn Mawr PA, USA

Room: OEI/121
11.00–13.00 h

Paper Session 38

Chair: Milena Kühnast, Bulgaria

‘Kiffer’ is an agent, ‘feeky’ is a quality: Young children’s recognition of English derivational morphemes
Laura Gonnerman
Department of Psychology, Lehigh University, Bethlehem PA, USA

Implications of derivational transparency on the acquisition of lexicon
Marijan Palmovic, Gordana Hrzica, Maja Mustapic
University of Zagreb, Zagreb, Croatia

Lexical and morphological knowledge in the development of Hebrew derived nouns across adolescence
Batia Seroussi
Tel-Aviv University, Tel-Aviv, Israel

The role of the lexicon in children’s interpretation of novel compound words
Andrea Krott (1), Christina Gagné (2)
(1) University of Birmingham, Birmingham, UK; (2) University of Alberta, Edmonton, Canada
Room: HFB/HS C
11.00—13.00 h

Paper Session 39

Chair: Ludovica Serratrice, UK

Asymmetry in early bilingual lexical development: more evidence for dissociations between comprehension and production
Annick De Houwer (1), Marc H. Bornstein (2)
(1) University of Antwerp, Antwerp, Belgium; (2) National Institute of Child Health and Human Development, NIH, Bethesda, USA

Bilingual and Monolingual Semantic Development: Evidence from a Repeated Word Association Task
Li Sheng (2), Karla McGregor (2), Viorica Marian (1)
(1) Northwestern University, Evanston, USA; (2) University of Iowa, Iowa City, USA

Early word recognition in bilinguals: differential sensitivity to vowel mispronunciations in known words
Marta Ramon-Casas (1), Laura Bosch (1), Daniel Swingley (2), Núria Sebastian-Gallés (1)
(1) Universitat de Barcelona, Departament Psicologia Bàsica, Parc Científic Barcelona, Spain; (2) University of Pennsylvania, USA

The Acquisition of Thai classifiers in bilingual children: A longitudinal study
Jaruluck Ngamluck
Maejo University, Chiang Mai, Thailand

Room: HFB/HS B
11.00—13.00 h

Paper Session 40

Chair: Heiner Drenhaus, Germany

How do Children First Talk about Number? Antecedents to Plural Marking
Eve V. Clark, Tatiana V. Nikitina
Stanford University, Stanford, USA

Three dogs and three barks: How abstract are children’s number words?
Yi Ting Huang, Jesse Snedeker, Elizabeth Spelke
Harvard University, Cambridge MA, USA

Speaking for Thinking or how do children learn to understand basic temporal concepts?
Barbara Schmiedtová, Petra Gretch
MPI for Psycholinguistics, Nijmegen, The Netherlands

Neural correlates of semantic processing in 20-month-olds
Janne von Koss Torkildsen
Department of Linguistics, University of Oslo, Oslo, Norway

Room: HFB/HS D
11.00—13.00 h

Paper Session 41

Chair: Virginia Mueller Gathercole, UK

Phonological effects on past tense over-regularisation in typical development and Grammatical-SLI
Chloe Marshall, Heather van der Lely
University College, London, UK

Acquisition of Morphophonology in Typically Developing Children and Children with Specific Language Impairment
Annemarie Kerkhoff, Elise de Bree
Utrecht University, Utrecht, The Netherlands

Three phonological theories at test about language impairment in French-speaking children
Christophe Parisse (1), Christelle Maillart (2)
(1) LEAPLE, Villejuif, France; (2) UCL, Louvain-La-Neuve, Belgium
Milestones in Impaired and Unimpaired First Language Acquisition: Why the Sequence Cannot Easily Be Violated
University of Louisiana, Lafayette, Louisiana, USA

Room: OEI/105
11.00–13.00 h

Paper Session 42

Chair: Claire Martinot, France

Phon: a computerized database for research in phonological acquisition
Yvan Rose (1), Brian MacWhinney (2), Rodrigue Byrne (1), Harold Wareham (1), Gregory Hedlund (1), Philip O’Brien (3)
(1) Memorial University of Newfoundland, St. John’s, Canada; (2) Carnegie Mellon University, Pittsburgh, USA; (3) Dalhousie University, Halifax, Canada

A new method for analysing vowel productions cross-linguistically: Data from Hungarian- and Dutch-speaking children
Krisztina Zajdó (1), Jeannette M. van der Stelt (2)
(1) University of Wyoming, Division of Communication Disorders, Laramie, Wyoming, USA; (2) University of Amsterdam, Institute of Phonetic Sciences; ACLC, Amsterdam, The Netherlands

Acquiring phonological alternations
Katherine White (1), James Morgan (1), Sharon Peperkamp (2), Cecilia Kirk (3)
(1) Brown University, Providence, USA; (2) Laboratoire de Sciences Cognitives et Psycholinguistique, Paris, France; (3) University of Canterbury, Christchurch, New Zealand

Phonotactic Clues to Rhotic Structure in Brazilian Portuguese
Eleonora Albano
State University of Campinas, Campinas, Brazil

Room: OEI/302 a
11.00–13.00 h

Paper Session 43

Chair: Mercé Coll, Spain

Functions of questions in “adult-child” dialogues (based on Russian)
Viktoria Kazakovskaya
Russian Academy of Sciences, Institute for Linguistic Studies, St. Petersburg, Russia

Evaluation Processes in L2 European Portuguese Spontaneous and Elicited Narrative Discourse
Hanna J. Batoreo
Universidade Aberta, Lisboa, Portugal

Developmental patterns of communicative acts in Japanese children
Hiromi Tsuji, Rhona Stainthorp
Osaka Shoin Women’s University, Nara, Japan

Japanese children’s interaction skills in triadic family discourse
Hiroko Kasuya, Kayoko Uemura
Bunkyo Gakuin University, Fujimino, Japan

Room: OEI/302 b
11.00–13.00 h

Paper Session 44

Chair: Marit Westergaard, Norway

Productivity with the German transitive: preferential-looking versus pointing
Miriam Dittmar, Kirsten Abbot-Smith
Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Verb Productivity and Dative Shift
Erin Conwell, Katherine Demuth
Brown University, Providence, USA
Growth in syntactic complexity between 4 years of age and adulthood
Dorothy Bishop, David McDonald
University of Oxford, Oxford, UK

Joint attention in verb argument realization
Barbora Skarabela
Boston University, USA

Room: OEI/301
11.00–13.00 h
Paper Session 45
Chair: Isabelle Darcy, Germany

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

Speech and language acquisition after Cochlear Implantation: A longitudinal study
Steven Gillis (1), Paul Govaerts (2), Karen Schauwers (1)
(1) University of Antwerp, Antwerp, Belgium; (2) The Eargroup, Antwerp, Belgium

Deaf children acquiring ASL classifiers: Errors and Pattern of Development in a Signed Language
Silke Brendel, Robert Hoffmeister, Sarah Fish
Center for the Study of Communication and the Deaf, Boston University, Boston, USA

Narrative development in German Sign Language and Written Language: Developmental asynchronies and language contact
Knut Weinmeister (1), Carolina Plaza Pust (2)
(1) Humboldt-Universität, Berlin, Germany; (2) J. W. Goethe Universität, Frankfurt, Germany

Room: OEI/323
11.00–13.00 h
Paper Session 46
Chair: Christine Dimroth, The Netherlands

Word-category Linkage in 12-month-old Infants
Sabine Weinert, Dajie Zhang Topp
Lehrstuhl Psychologie I, Universität Bamberg, Bamberg, Germany

A cross-linguistic study of the role of syntactic cues in verb acquisition: results from 23-month old infants
Savita Bernal (1), Jeffrey Lidz (1, 2), Sandra Waxman (3), Michel Dutat (1), Anne Christophe (1)
(1) LSCP (ENS-CNRS-EHESS), Paris, France; (2) Department of Linguistics, Northwestern University, Evanston, USA; (3) Department of Psychology, Northwestern University, Evanston, USA

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

Developmental variations in language acquisition: A five-year follow-up study
Peter B. Marschik, Christa Einspieler
Department of Systems Physiology, Centre of Physiological Medicine, Medical University of Graz, Graz, Austria

Room: HFB/Senatsaal
13.00–14.30 h
Poster Session 3 & Lunch Break

P3-01 The Production of Motion Verbs in School-aged Children and Adults
Annalisa Setti, Nicoletta Caramelli, Donatella D. Maurizzi
Department of Psychology, University of Bologna, Bologna, Italy
P3-02  Parameterized Linking: explaining cross-linguistic differences in verb learning  
Janet Randall  
Northeastern University

P3-03  The early Ontogenesis of Bulgarian Verb Morphology  
Velka Popova (1), Stefka Popova (2)  
(1) Konstantin-Preslavsky-University, Shumen, Bulgaria; (2) Ludwig-Maximilian-University, Munich, Germany

P3-04  Morphological development in Brazilian Portuguese verbal acquisition  
Leonor scarier-Cabral (1), Brian MacWhinney (2)  
(1) Federal University of Santa Catarina (UFSC); National Council of Research (CNPq), Florianopolis, Brazil;  
(2) Carnegie Mellon University, Pittsburg, USA

P3-05  Verb vocabulary and progress on verb morphology: a case study  
Mónica Sanz Torrent (1), Elisabet Serrat (2), Raquel Olmo (2)  
(1) University of Barcelona, Barcelona, Spain; (2) University of Girona, Girona, Spain

P3-06  Acquiring plural morphology when the input does not reflect the adult grammar  
Karen Miller, Cristina Schmitt  
Michigan State University, USA

P3-07  Beyond one child: Syntactic creativity in a dense database  
Dorothée Salomo  
Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

P3-08  Distributional evidenence for category learning  
Heike Behrens  
Rijksuniversiteit Groningen, Groningen, The Netherlands

P3-09  A Dense Corpus Study of the Development of the English Transitive Construction  
Robert Maslen  
Max Planck Child Study Centre, Department of Psychology, University of Manchester, UK

P3-10  The Acquisition of Wh-pronouns in Norwegian and Swedish  
Rasmus Steinkrauss  
CLCG Faculteit der Letteren Rijksuniversiteit Groningen, Groningen, The Netherlands

P3-11  Language impairmient in Swedish bilingual children – epidemiological and linguistic methods  
Eva-Kristina Salameh, Ulrika Nettelbladt  
Dept. of Logopedics, Phoniatrics and Audiology, Lund University, Lund, Sweden

P3-12  Comparing child L2 acquisition to unimpaired and impaired language acquisition  
Vasiliki Chondrogianni  
University of Cambridge, Research Centre for English and Applied Linguistics

P3-13  The first words produced by Danish children: An analysis of longitudinal data on early lexical development based on CDI parental reports  
Sonja Wehberg (1), Werner Vach (2)  
(1) Center for Language Acquisition, University of Southern Denmark Odense, Odense, Denmark;  
(2) Department of Statistics, University of Southern Denmark Odense, Odense, Denmark

P3-14  Quantitative and qualitative aspects of early lexicon in preterm very low birth weight infants at two years of age  
Suvi Stolt (1, 2), Petriina Takila (2), Liisa Lehtonen (2), Helena Lapinleimu (2), Leena Haataja (2),  
The Pipari Study Group (2)  
(1) The University of Helsinki, Helsinki Finland; (2) Turku University Hospital, Turku, Finland

P3-15  Maternal Labeling and Deaf Children’s Fastmapping of Novel Words: Is There a Link?  
Lama K. Farran, Amy R. Lederberg, Lori A. Jackson  
Georgia State University, Atlanta, USA

P3-16  Fast mapping and generalization of spatial reference terms by 4-year-olds  
Peggy Li (1), Anna Shusterman (1), Linda Abarbanell (1), Amanda Price (2)  
(1) Harvard University, Cambridge, USA; (2) Wellesley College, Wellesley, USA

P3-17  Paired associated learning among Hong Kong Chinese dyslexic children  
Man Ching Chow, Suk Han Ho  
University of Hong Kong, Hong Kong, China
P3-18 Expressive Vocabulary and Grammar in Toddlers: Association with DNA Markers
Marianna E. Hayiou-Thomas (1), Philip S. Dale (2)
(1) Department of Psychology, University of York, York, UK; (2) Department of Communication Science & Disorders, University of Missouri-Columbia, Columbia MO, USA

P3-19 Language development in twins and singleton children in the second year of life
Emiddia Longobardi, Monia Curi, Antonella Devescovi
Dept. of Clinical Psychology, Univ. La Sapienza, Rome, Italy

P3-20 Bilingualism in richly inflected languages: Benefits and risks
Maarit Silvén (1), Eugenia Kerek (2)
(1) Department of Psychology, University of Tampere, Tampere, Finland; (2) Department of Psychology, University of Turku, Turku, Finland

P3-21 Up, up, and away! A growth curve approach to early Hungarian vocabulary development
Leslie Nabors Oláh
Harvard University, Cambridge MA, USA

P3-22 Partial Knowledge in Language Acquisition: Explaining Discrepancies Between Comprehension and Production
Ulrike Hahn (1), Merce Prat-Sala (2)
(1) School of Psychology, Cardiff University, Cardiff, UK; (2) Dept. of Psychology, King Alfred’s College Winchester, Winchester, UK

P3-23 Autoregulatory uses of speech in a referential communicative situation
Conchi San Martin
Dpt. Psicologia Basica, Faculty of Psychology, University of Barcelona, Barcelona, Spain

P3-24 The phonological origins of characteristic morpho-syntactic errors in children with Specific Language Impairment (SLI)
Eva Aguilar-Mediavilla (1), M. Fernanda Lara-Díaz (2)
(1) Universitat Illes Balears, Palma de Mallorca, Spain; (2) Universitat de Barcelona, Barcelona, Spain

P3-25 Working memory and attention: A study in pre-school children with normal and impaired language development
Markus Janczyk, Hermann Schöler, Joachim Grabowski
Pädagogische Hochschule, Heidelberg, Germany

P3-26 Linguistic characters and genetic history of toddlers with late onset of expressive language
Kakia Petinou (1, 2), Violetta Anastasiadou (2)
(1) Cyprus College, Nicosia, Cyprus; (2) Cyprus Institute of Neurology and Genetics, Nicosia, Cyprus

P3-27 Verb Use Patterns Of Children With Specific Language Impairment: An Experimental Study of Event Representations
Iris Badia, Miquel Serra
Departament de Psicologia Bàsica, Universitat de Barcelona, Barcelona, Spain

P3-28 Gestures and Cognitive Gains in Children with Specific Language Impairment
David Messer (1), Karen Pine (2), Nikki Lufkin (2)
(1) Open University, Milton Keynes, UK; (2) University of Hertfordshire, Hatfield, UK

P3-29 Searching for clinical markers of Specific Language Impairment in Greek
Nafsika Smith (1), Susan Edwards (1), Vesna Stojanovik (1), Spyridoula Varlokosta (2)
(1) University of Reading, Reading, UK; (2) University of the Aegean, Rhodes, Greece

P3-30 Anaphoric Processing in Children with Specific Language Impairment
Richard G. Schwartz (1), Arild Hestvik (1), David Swinney (2), Liat Seiger (1), Diana Almodovar (1), Stacy Assay (1)
(1) The Graduate Center of the City University of New York, New York, USA; (2) University of California at San Diego, La Jolla, USA

P3-31 Morpho-syntactic performance in the narratives of children with language impairment.
Anne Hesketh, Catherine Adams
School of Psychological Sciences, The University of Manchester, Manchester, UK

P3-32 Adult-Child Interaction and the Acquisition of the Bulgarian Verbal Aspect by Children with Specific Language Impairment
Juliana Stojanova (1), Rositsa Yakimova (2)
(1) Sofia University, Sofia, Bulgaria; (2) New Bulgarian University, Sofia, Bulgaria
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<td>Yumiko Tanaka Welty (1), Lise Menn (2)</td>
<td>(1) International University of Health and Welfare, Tochigi, Japan; (2) University of Colorado, Boulder, USA</td>
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<td>Dolores Girbau (1), Richard G. Schwartz (2)</td>
<td>(1) University Jaume I, Castelló, Spain; (2) City University of New York, New York, USA</td>
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<td>How different SLI might be in Turkish? A first step in developing a language assessment test</td>
<td>Seyhun Topbas, Ozlem Dogramaci, Ilknur Mavis, Ibrahim Diken</td>
<td>Anadolu University, Eskisehir, Turkey</td>
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<td>Executive Processes of Finnish Children with Attention Deficit Hyperactivity Disorder: Private and Social Speech from a Dyadic Approach</td>
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<td>Preferential Looking and the Assessment of Early Language</td>
<td>Corinne Syrnyk, Kerstin Meints</td>
<td>University of Lincoln, Lincoln, UK</td>
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<td>Word Length as a Criterion of Linguistic Complexity of Texts: A Crosslinguistic and Developmental Study</td>
<td>Bracha Nir-Sagiv</td>
<td>Department of Linguistics, Tel-Aviv University, Tel-Aviv, Israel</td>
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<td>Lexical and referential influences on on-line sentence processing: A comparison of school-aged children and adults</td>
<td>Evan Kidd (1), Edith L. Bavin (2)</td>
<td>(1) Max Planck Child Study Centre Manchester, UK; (2) La Trobe University Melbourne, Australia</td>
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<td>Development of vocabulary and grammar in young German-speaking children assessed with a German language development inventory</td>
<td>Melanie Franik (1), Gisela Szagun (1), Claudia Steinbrink (1), Barbara Stumper (2)</td>
<td>(1) Department of Psychology, University of Oldenburg, Germany; (2) Transferzentrum für Neurowissenschaften und Lernen, Universitätsklinikum Ulm, Ulm, Germany</td>
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<td>Werner Deutsch, Mechthild Klinke, Christliebe El Mogharbel</td>
<td>Institute of Psychology, Technical University of Braunschweig, Germany</td>
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<td>Margot Rozendaal</td>
<td>University of Amsterdam, Amsterdam, The Netherlands</td>
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<td>The frequencies of maternal responses and infant intentional communicative acts in play at 10 months – Implications for the early communicative and linguistic development</td>
<td>Leila Paavola (1), Sari Kunnari (1), Irma Moilanen (2)</td>
<td>(1) Department of Finnish, Information Studies and Logopedics, University of Oulu, Oulu, Finland; (2) University Clinic of Child Psychiatry, Department of Pediatrics, University of Oulu, Oulu, Finland</td>
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<td>Angeles Mayor, Begoña Zubiauz</td>
<td>Department of Developmental and Educational Psychology, Faculty of Psychology, University of Salamanca, Spain</td>
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<td>Kirsty Krawczyk (1), Katie J. Alcock (2)</td>
<td>(1) Lancaster University, Lancaster, UK; (2) Lancaster, UK</td>
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<td>Linda R. Cote, Marc H. Bornstein</td>
<td>National Institute of Child Health and Human Development, Bethesda MD, USA</td>
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<td>Svetlana Kapalková</td>
<td>Department of Speech and Language Pathology, Comenius University, Bratislava, Slovakia</td>
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P3-48 Semantic Processing during Language Production in Typically Developing Children
Liat Seiger (1), Patricia J. Brooks (2), Richard G. Schwartz (1)
(1) The Graduate Center, The City University of New York, New York, USA; (2) The College of Staten Island, The City University of New York, New York, USA

P3-49 The Effect of Labelling on Feature-Based Categorisation Processes
Jon-Fan Hu, Kim Plunkett
Department of Experimental Psychology, University of Oxford, UK

P3-50 The Semantics of Children’s Mandarin Chinese: The first four years
Adrian Tien
University of New England, Canberra, Australia

P3-51 Learning How to Encode Cutting and Breaking Events in Mandarin
Jidong Chen
Max-Planck Institute for Psycholinguistics, Nijmegen, The Netherlands

P3-52 Comprehension of noun phrases in Cantonese-speaking pre-school children
Wai Lam Ho (1), Kwok Shing Wong (2)
(1) The University of Hong Kong, Hong Kong, China; (2) The Hong Kong Institute of Education, Hong Kong, China

P3-53 Can Spanish children under two years of age use lexical labels to form new object categories?
Elena Lamela, Pilar Soto
Universidad Autonoma de Madrid, Madrid, Spain

P3-54 Vocabulary spurt in early lexical development: longitudinal evidence from Changsha children
Tao Zeng (1), Aijun Huang (1), Thomas Hun-tak Lee (1, 2)
(1) ICS, Hunan University, Changsha, China; (2) Chinese University of Hong Kong, Hong Kong, China

P3-55 Object and Non-object Words in Early Language Development
Stephanie Girard (1), Yuriko Oshima-Takane (1), Isadora Szadokierski (2), Susanne Miyata (3), HiroYuki Nisisawa (4)
(1) McGill University, Montreal, Canada; (2) University of Minesota, Minneapolis, USA;
(3) Aichi Shukutoku University, Nagoya, Japan; (4) Tokiwa University, Mito, Japan

P3-56 Lexical Access in School-Aged Children with and without Specific Language Impairment (SLI)
Liat Seiger
The Graduate Center of the City University of New York, New York, USA

P3-57 Spatial language acquisition in three typologically different languages
Mariko Hayashi (1), Kristine Jensen de López (2, 3)
(1) University of Aarhus, Aarhus, Denmark; (2) University of Aalborg, Aalborg, Denmark;
(3) Faculty of Humanities, Denmark

P3-58 The effect of transitivity and argument structure on lexical finite verb production in children with SLI
Ramesh Kumar Mishra
Dept. of Speech-Language Sciences, All India Institute of Speech and Hearing, Karnataka, India

P3-59 The Acquisition of Experiencers
Vicenc Torrens, Linda Escobar
U.N.E.D., Madrid, Spain

P3-60 Use of crosslinguistic constructions to determine universal principles in child language development
Lamya Abdulkarim
King Saud University, Saudi Arabia

P3-61 Crosslinguistic evidence for universal grammar: the negative barrier
Lamya Abdulkarim
King Saud University, Saudi Arabia

P3-62 TROG-2 in Polish: How Polish children understand grammatical markers?
Magdalena Smoczyńska, Sylwia Jurys, Edyta Nowak, Joanna Miła
Jagellonian University, Kraków, Poland

P3-63 Children’s word order competence: Results from act-out and intermodal preferential looking tasks
Angel Chan (1), Kerstin Meints (2)
(1) Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany; (2) University of Lincoln, UK
P3-64 What’s acquired in syntactic development? Evidence from cross-linguistic examination of word order acquisition
Merce Prat-Sala (1), Ulrike Hahn (2)
(1) University College Winchester, Winchester, UK; (2) Cardiff University, Cardiff, UK

P3-65 Does the classifier system influence young children’s conceptual structure?: Noun extension, property inference, and classification in Chinese and German preschoolers
Henrik Saalbach (1), Mutsumi Imai (2)
(1) Max-Planck-Institute for Human Development, Berlin, Germany; (2) Keio University at Shonan-Fujisawa, Japan

P3-66 There’s no “bias” here: Hungarian nouns and verbs as competitive growers
Leslie Nabors Oláh
Harvard University, Cambridge MA, USA

P3-67 “The 400 words”: relations between the lexicon and the morphosyntax
Miquel Serra (1), Mónica Sanz Torrent (1), Iris Badia (1), Antoni Hernandez (2)
(1) Departament de Psicologia Bàsica, Universitat de Barcelona, Barcelona, Spain; (2) Departament de Línguística, Universitat de Barcelona, Barcelona, Spain

P3-68 The interaction between phonological and lexical growth in English- and Mandarin-speaking children
Ellen Hamilton (1), Twila Tardif (1), Paul Fletcher (2), Weilan Liang (3), Zhixiang Zhang (3), Virginia Marchman (4), Jiayin Wu (1)
(1) University of Michigan, Ann Arbor, USA; (2) University College, Cork, Ireland; (3) Peking University First Hospital Beijing, China; (4) University of Texas, Dallas, USA

P3-69 Production of nouns and verbs by mothers and children at different stages of vocabulary development
Nicoletta Salerni, Alessandra Assanelli, Laura D’Odorico
Department of Psychology, University of Milano-Bicocca, Milano, Italy

P3-70 Noun and verb naming in German and Turkish: a crosslinguistic study
Christina Kauschke (1), Alkim Ari (2)
(1) University of Potsdam, Institute of Linguistics, Potsdam, Germany; (2) Free University of Berlin, Berlin, Germany

P3-71 The development of children’s lexical skills: a cross-linguistic investigation
Christina Schelletter (1), Christina Kauschke (2)
(1) University of Hertfordshire, Hertfordshire, UK; (2) Freie Universität Berlin, Berlin, Germany

P3-72 Qualitative differences in the picture naming of children and adults
Helgard Kremin (1), Sonia Madrid (1), Cécile Chevalier (2), Anne Séguin (1)
(1) LEAPLE, Villejuif, France; (2) CHU, Tours, France

P3-73 Language acquisition in Swedish children reflected by the MacArthur-Bates Communicative Development Inventories.
Marten Eriksson (1), Eva Berglund (2)
(1) Department of Education and Psychology, University of Gavle, Gavle, Sweden; (2) Department of Psychology, Uppsala, Sweden

P3-74 Language acquisition in Italian children reflected by the MacArthur-Bates Communicative Development Inventories
M. Cristina Caselli, Patrizio Pasqualetti, Silvia Stefanini
Institute of Cognitive Sciences and Technologies, Consiglio Nazionale della Ricerche (CNR), Rome, Italy

P3-75 The acquisition of Basque reflected by the adaptation of the MacArthur-Bates CDI
Margareta Almgren (1), Julia Barnes, Amaia Colina, Iñaki García
(1) University of the Basque Country, Vitoria-Gasteiz, Spain

P3-76 Intwining of lexical and grammatical development in highly inflected language: the Croatian adaptation of the MacArthur-Bates CDI
Melita Kovacevic (1), Jelena Kuvac (1), Maja Cepanec (2)
(1) University of Zagreb, Zagreb; Croatia; (2) Faculty for education and rehabilitation, Developmental neurolinguistics lab, Zagreb, Croatia
P3-77 Language acquisition in Danish children reflected by the MacArthur-Bates Communicative Development Inventories
Dorthe Bleses (1), Werner Vach (1, 2), Sonja Wehberg (1)
(1) Center for Language Acquisition, University of Southern Denmark, Odense, Denmark;
(2) Département of Statistics, University of Southern Denmark, Odense, Denmark

P3-78 Language acquisition in Dutch children reflected by the MacArthur-Bates Communicative Development Inventories
Inge Zink, Maryline Lejaegere
Lab. Exp. ORL/ENT-dept, KU, Leuven, Belgium

P3-79 British English adaptations of the CDI: validity and preliminary norms
Thomas Klee (1), Stephanie F. Stokes (2)
(1) University of Newcastle-upon-Tyne, UK; (2) University of Reading, UK

P3-80 French children’s early communicative development: the French MacArthur-Bates CDI as a mean of evaluation
Sophie Kern, Frederique Gayraud
Laboratoire Dynamique du Langage, Lyon, France

P3-81 Interrelationships between components of language and communicative development in Galician reflected by the MacArthur-Bates Inventories.
Miguel Pérez-Pereira, Pilar Fernández, Mariela Resches
Universidad de Santiago de Compostela, Santiago de Compostela, Spain

P3-82 Early lexical and syntactic development in Icelandic as reflected by an adaptation of the MacArthur-Bates parent report
Elin Thordardottir
McGill University, Montreal, Canada

P3-83 Monolingual and Bilingual Vocabulary Checklists in The Netherlands
Liesbeth Schlichting (1), Karijn Heelsloot (2), Heleen van Agt (3), Henk lutje Spielberg (4),
Harry de Koning (3)
(1) University Hospital, Utrecht, The Netherlands; (2) Stichting Studio Taalwetenschap, Amsterdam,
The Netherlands; (3) Erasmus Universiteit, Rotterdam, The Netherlands; (4) Rijksuniversiteit, Groningen,
The Netherlands

P3-84 The (European) Spanish CDIs: results on early vocal, gesture, vocabulary and grammar development, from 8 to 30 months
Susana López-Ornat (1), Carlos Gallego (1), Pilar Gallo (1), Alexandra Karousou (1), Sonia Mariscal (2)
(1) Facultad de Psicología, Universidad Complutense de Madrid (UCM), Madrid, Spain;
(2) Facultad de Psicología, Universidad Nacional de Educación a Distancia (UNED), Spain

P3-85 Russian-Swedish Bilingual Acquisition
Natalia Ringbiom
The Department of Slavic Languages and Literatures, Stockholm University, Stockholm, Sweden

P3-86 Picture naming and developmental dyslexia
Sonja Madrid (1), Helgard Kremin (1), Marie-Thérèse Le Normand (2)
(1) LEAPLE CNRS, Villejuif, France; (2) Inserm, Hôpital Robert Debré, Paris, France

P3-87 Developing bilingual narrative competence: L1 – Russian, L2 – German
Katharina Meng (1), Ekaterina Protassova (2)
(1) Institute for German Language, Mannheim, Germany; (2) University of Helsinki, Helsinki, Finland

Room: HFB/HS A
14.30–16.00 h

Symposium 25

Current Research on Language and Theory of Mind
Jill de Villiers (1), Peggy Speas (2), Thomas Roeper (2), Peter A. de Villiers (1), Jennie Pyers (3)
(1) Smith College, Northhampton, USA; (2) University of Massachusetts, Amherst, USA;
(3) Saik Institute, San Diego, USA
Program | Thursday, July 28, 2005

Room: HFB/HS B
14.30–16.00 h

Symposium 26

**Events, Verbs and the Roots of Argument Structure**
Gary Marcus (1), Peter Gordon (2), Tracy Lavin (3), Sandy Waxman (3), Keith Fernandes (1), Gary Marcus (1), Jennifer DiNubila (1), Athena Vouloumanos (4)
(1) NYU, New York, USA; (2) Teacher’s College, New York, USA; (3) Northwestern m New York, USA; (4) McGill University, USA

Room: HFB/HS C
14.30–16.00 h

Symposium 27

**Vocalization Patterns in Canonical Babbling: A Cross-Linguistic Perspective**
Barbara L. Davis (1), Sophie Kern (2), Peter F. MacNeiangle (1), Dilara Kocbas (3), Inge Zink (4), Marilyn Vihman (5)
(1) The University of Texas at Austin, Austin TX, USA; (2) Laboratoire Dynamique du Langage, Lyon, France; (3) Koc University, Istanbul, Turkey; (4) Lab. Exp. ORL/ENT-dept, KU, Leuven, Belgium; (5) Department of Psychology, University of Wales-Bangor, Bangor, Wales

Room: OEI/121
14.30–16.00 h

Symposium 28

**Object Omission in Child Language**
Anna Gavarró (1), Celia Jakubowicz (2), Laurie Tuller (3), Natascha Müller (4), Ana T. Pérez-Leroux (5), Mihaela Pirvulescu (5), Yves Roberge (5), Jeannette Schaeffer (6, 7), Kamil Ud Deen (8)
(1) Universitat Autònoma de Barcelona, Barcelona, Spain; (2) Université Paris 5, Paris, France; (3) Université François-Rabelais, Tours, France; (4) Bergische Universität, Wuppertal, Germany; (5) University of Toronto, Toronto, Canada; (6) Ben-Gurion University of the Negev, Israel; (7) UCLA, Los Angeles, USA; (8) University of Hawaii‘i at Manoa, Manoa, Hawaii

Room: HFB/HS D
14.30–16.00 h

Symposium 29

**Late talkers and children with SLI – one group or two?**
Julia Siegmüller (1), Dagmar Bittner (2), Leslie Rescorla (3), Donna J. Thal (4)
(1) Institut for General Linguistics, University of Potsdam, Germany; (2) Centre for General Linguistics, Typology and Universals Research (ZAS), Berlin, Germany; (3) Bryn Mawr College, Bryn Mawr PA, USA; (4) School of Speech, Language, and Hearing Sciences, San Diego State University, San Diego, USA

Room: OEI/105
14.30–16.00 h

Symposium 30

**Longitudinal Predictors of English and Spanish Language Growth in Spanish Speaking U.S. Preschool-Aged Children**
Mark S. Innocenti (1), Lisa K. Boyce (1), Lori A. Roggman (1), James F. Akers (1), Patton O. Tabors (2), Mariela Páez (3), Young-Suk Kim (2), Adele W. Miccio (4), Carol Scheffner Hammer (4), Catherine Snow (2)
(1) Early Intervention Research Institute, Utah State University, Logan, Utah, USA; (2) Harvard Graduate School of Education, Cambridge, Massachusetts, USA; (3) Boston College, Boston, Massachusetts, USA; (4) Pennsylvania State University, University Park, Pennsylvania, USA
Paper Session 47

Chair: Sigal Uziel-Karl, Israel

Why are some passives easier than others? — Structure and frequency in L1 acquisition of the passive and impersonal in Serbian/Croatian
Milja Djurkovic
University of Cambridge, Cambridge, UK

'The PATIENT is domming the AGENT' vs. 'der PATIENT dommt den AGENT'
Kirsten Abbot-Smith
Department of Psychology, Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

The influence of prior discourse on children's provision of auxiliary BE
Anna Theakston
University of Manchester, Manchester, UK

Paper Session 48

Chair: Wolfgang U. Dressler, Austria

Noun grammaticization in French: prosodic and lexical factors on determiner use in children's speech
Dominique Bassano, Isabelle Maillochon
CNRS – Université Paris 5, Paris, France

Category-less start of lexical development: evidence from categorial creativity
Marian Erkelens
University of Amsterdam (ACLC), Amsterdam, The Netherlands

Can first determiners be considered plurifunctional? A longitudinal and cross-sectional study on French children
Anne Salazar Orvig (1), Rouba Hassan (2), Jocelyne Leber-Marin (3), Haydée Marcos (4),
Aliyah Morgenstern (5), Jacques Parès (3)
(1) Université de Paris, Paris, France; (2) Université de Lille, Lille, France; (3) RFC – EA1483, Paris, France;
(4) Laco, Poitiers, France; (5) Ecole Normale Supérieure, Lyon, and LEAPLE, Paris, France

Paper Session 49

Chair: Ulrike Toepel, Germany

Knowledge of rare vocabulary in ASL (L1) and its relationship to vocabulary knowledge in English (L2) in Deaf children
Sarah Fish (1), Robert Hoffmeister (1), Melissa Thrasher (2)
(1) Center for the Study of Communication and the Deaf, Boston University, Boston MA, USA;
(2) Center for Research and Training, The Learning Center for Deaf Children, Framingham MA, USA

Characterizing patterns of triadic communication in low socioeconomic dyads with deafness and its linkage to vocabulary growth
Dalia Ringwald-Frimerman, Esther Dromi
Tel Aviv University, Tel Aviv, Israel

Similarities and differences between the acquisition of sign language and spoken language in hearing disabled and deaf Dutch-speaking children with psychiatric impairment
Annette Schepers (1, 2), Claudia Blankenstijn (2)
(1) Centre for Communication Disorders Sint Marie, Eindhoven, The Netherlands; (2) Research Centre for Children and Youth Psychiatry Curium, Oegstgeest, The Netherlands
Room: OEI/323
14.30–16.00 h

**Paper Session 50**

**Chair:** Antje Richter, Germany

**On the acquisition of presuppositions**
Kazuko Yatsushiro, Ulrich Sauerland
ZAS, Berlin, Germany

**Profiles in Declarative/Imperative Pointing and Early Language Acquisition**
Paola Perucchini (1), Fabrizio Plescia (2)
(1) University of Rome RomaTre, Rome, Italy; (2) University of Rome La Sapienza, Rome, Italy

**Eye gaze in turntaking in sign language interaction at ages 2;0–3;6**
Beppie van den Bogaerde, Anne Baker
ACLC/Universiteit van Amsterdam, Amsterdam, The Netherlands

16.00–16.30 h

**Coffee Break**

Room: HFB/HS A
16.30–18.00 h

**Symposium 31**

**Learning to Make Sense of Sentences: The Development of Speech Processing Abilities in Children from 18 to 25 months**
Anne Fernald (1), Renate Zangl (1), Jürgen Weissenborn (2), Barbara Höhle (3), Michaela Schmitz (3), Lynn Santelmann (4), Yael Gertner (5), Cynthia Fisher (5)
(1) Stanford University, Stanford, USA; (2) Humboldt University, Berlin, Germany; (3) University of Potsdam, Potsdam, Germany; (4) Portland State University, Portland, USA; (5) University of Illinois, Champaign, USA

Room: HFB/HS B
16.30–18.00 h

**Symposium 32**

**Output as Input: The relationship of Production and Perception in Early Word Learning**
Marilyn Vihman (1), Rory DePaolis (1, 2), Tamar Keren-Portnoy (1), Gert Westermann (3), Alice Turk (4), Catherine Mayo (4)
(1) University of Wales Bangor, UK; (2) James Madison University, Harrisonburg VA, USA; (3) Oxford Brookes University, Oxford, UK; (4) University of Edinburgh, Edinburgh, UK

Room: HFB/HS C
16.30–18.00 h

**Symposium 33**

**Noun Phrase Structure and Content in Later Language Development: Text-Based Crosslinguistic Analyses**
Ruth Berman (1), Dorit Ravid (2), Liliana Tolchinsky (3), Nayme Salas (3), Harriet Jisa (4), Audrey Mazur (4)
(1) Department of Linguistics, Tel Aviv University, Ramat Aviv, Israel; (2) School of Education & Department of Communication Disorders, Tel Aviv University, Ramat Aviv, Israel; (3) Departament de Linguistica General, Universitat de Barcelona, Barcelona, Spain; (4) Laboratoire Dynamique du Langage, Université Lumière, Lyon, France
Program | Thursday, July 28, 2005

Symposium 34

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

Frank Wijnen (1), Doreen Bryant (2), Nada Vasic (1), Sergey Avrutin (1), Ayumi Matsuo (3), Nigel Duffield (3), Thomas Roeper (4)
(1) Utrecht University, Utrecht, The Netherlands; (2) Humboldt-Universität, Berlin, Germany; (3) Western Bank University of Sheffield; (4) UMass, Amherst, The Netherlands

Symposium 35

**The Electrophysiology of Specific Language Impairment**

Richard G. Schwartz (1), Johanna Barry (2), Tanja Rinker (3), Gregor Kohls (3), Bianca Körner (3), Verena Maas (3), Swantje Zachau (3), Klaus Hennighausen (3), Michael Schecker (3), Valéria Csepé (4), Manuela Friedrich (5), Angela D. Friederici (5), Valerie Shafer (6), Hia Datta (6)
(1) The Graduate Center of the City University of New York, New York, USA; (2) Oxford University, Oxford, UK; (3) University of Freiburg, Freiburg, Germany; (4) Institute for Psychology of the Hungarian Academy of Sciences, Budapest, Hungary; (5) Max-Planck-Institute for Human Cognitive and Brain Sciences, Leipzig, Germany

Symposium 36

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

Carol W. Pfaff (1), Gudula List (2), Barbara Zurer Pearson (3), Gisela Håkansson (4), Monika Rothweiler (5), Inci Dirim (6), Kuttlay Ya-mur (7), Elma Nap-Kolhoff (7), Ingrid Gogolin (5), Meral Dollnick (8), Ulrike Harnisch, Tooru Hayasi (9), Ilknur Kecik (10), Hülya Özcan (10), Normann Jørgensen (11), Mehmet-Ali Akinci (12)
(1) Free University of Berlin; (2) Cologne University; (3) University of Massachusetts; (4) Lund University; (5) Hamburg University; (6) Hannover University; (7) Tilburg University; (8) LISUM Berlin; (9) Tokyo University; (10) Eskişehir University; (11) Copenhagen University; (12) DYALANG (CNRS Université de Rouen)

Paper Session 51

**The Developmental Profile in the Acquisition of Word Order in Turkish**

F. Hülya Özcan
Anadolu University, Eskisehir, Turkey

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

Marit R. Westergaard
University of Tromsø, Tromsø, Norway

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

Amy L. Franklin, Marie Coppola
University of Chicago, Chicago, USA
Room: OEI/302 b
16.30–18.00 h
**Paper Session 52**

Chair: Barbara Pfeiler, Mexico

**Effects of syllable structure complexity on the early production of word-final grammatical morphemes**
Jae Yung Song, Katherine Demuth
Brown University, Providence, USA

**The interaction of phonology and morphology in first language acquisition and Broca’s aphasia**
Janet Grijzenhout (1), Martina Penke (2)
(1) English Department, Instituut Vreemde Talen, Utrecht University, Utrecht, The Netherlands;
(2) Institut für Sprache und Information, Universität Düsseldorf, Düsseldorf, Germany

**On the intertwined emergence of grammar and lexicon: evidence from the acquisition of phonology**
Márcia Cristina Zimmer (1), Giovana Ferreira Gonçalves Bonilha (2)
(1) UNIRITTER, Porto Alegre, Brazil; (2) UFRGS – PUCRS, Porto Alegre, Brazil

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Room: OEI/301
16.30–18.00 h
**Paper Session 53**

Chair: Celina Edwards, Germany

**The effect of polluting agents in children’s linguistic and intellectual development**
María Elena Navarro-Calvillo, Jacqueline Calderón, Raúl Morales
Facultad de Psicología de la Universidad Autónoma de San Luis Potosí, San Luis Potosí, Mexico

**Domain-specific versus domain-general changes in infant speech processing, face processing and their interpretation of goal-directed human action**
Mayada Elsabbagh (1), Edith Rosset (2), Annette Hohenberger (3), Gisa Aschersleben (3), Scania de Schonen (2), Annette Karmiloff-Smith (1)
(1) Neurocognitive Development Unit, Institute of Child Health, London, UK; (2) Neurocognitive Development Group, CNRS, Paris, France; (3) Max-Planck-Institute for Human Cognitive & Brain Sciences, Munich, Germany

**What do Song Reproductions Tell us About the Relationship Between Language and Music in Development?**
Christliebe El Mogharbel, Grit Sommer, Werner Deutsch
Institute of Psychology, Technical University of Braunschweig, Braunschweig, Germany

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Room: OEI/323
16.30–18.00 h
**Paper Session 54**

Chair: Anne Hesketh, UK

**Young blind children in activities with joint attention**
Stephen von Tetzchner, Tone Sedberg
Department of Psychology, University of Oslo, Norway

**Interactions between deaf children and their teacher: moving on from single words**
Merle Mahon
University College London, London, UK

20.00 h
**Conference Dinner at the Glass House of the Botanical Garden**
Plenary Speech 5

Chair: Rosemary Tracy, Germany

Implications of Grammaticalization for a Theory of Language
Joan L. Bybee
University of New Mexico, Albuquerque, USA

10.30–11.00 h

Coffee Break

Room: HFB/HS A
11.00–13.00 h

Paper Session 55

Chair: Maria D. Voeykova, Russia

The functions of code-switching for very young Korean-American bilingual children
Piljoo Paulin Kang, Amy Kyratzis
University of California, Santa Barbara, Santa Barbara, USA

Grammar errors in acquiring Russian as the first and the second language
Stelia Ceytlin
State Pedagogical University of Russia, St. Petersburg, Russia

A story of errors: Inflections in the Russian verbal system of Russian-Hebrew sequential bilinguals and Russian monolinguals
Natalia Gagarina (1), Sharon Armon-Lotem (2), Olga Gupol (2)
(1) Research Centre for General Linguistics (ZAS), Berlin, Germany; (2) Department of English and the Gonda Multidisciplinary Brain Research Center, Bar-ilan University, Ramat-Gan, Israel

From detection of speech to words and word inflections: Comparing Finnish-Russian bilinguals with Finnish monolinguals
Maarit Silvén (1), Anna Kouvo (2), Maija Haapakoski (1), Virpi Lähteenmäki (2), Patricia Kuhl (3)
(1) Department of Psychology, University of Tampere, Tampere, Finland; (2) Department of Psychology, University of Turku, Turku, Finland; (3) Institute for Learning and Brain Sciences, University of Washington, Seattle, USA

Room: OEI/105
11.00–13.00 h

Paper Session 56

Chair: Elena Andonova, Bulgaria

First Language Acquisition of Verbal and Adjectival Inflection in Dutch
Daniela Polisenska
University of Amsterdam, Amsterdam, The Netherlands

Eliciting frequent and infrequent verb forms in Spanish: An experimental study of the acquisition of inflectional morphology in Spanish
Marta Casla (1), Javier Aguado-Orea (2)
(1) Universidad Autónoma de Madrid, Madrid, Spain; (2) Universidad Antonio de Nebrija, Madrid, Spain

The representation of past tense forms in children's mental grammars
Matthew Saxton (1), Amy Khasky (2)
(1) Institute of Education, University of London, London, UK; (2) Royal Holloway University of London, London, UK
A study in Danish children on the association among verbs with respect to acquiring correct past tense forms
Werner Vach (1, 2), Dorthe Bleses (1)
(1) Center for Language Acquisition, University of Southern Denmark, Odense, Denmark;
(2) Department of Statistics, University of Southern Denmark, Odense, Denmark

Room: HFB/HS C
11.00–13.00 h

Paper Session 57
Chair: Antje Richter, Germany

Cohesion in Sherpa children’s narratives
Carolyn Rickard (1), Barbara F. Kelly (2)
(1) University of Colorado, Boulder, USA; (2) Stanford University, Stanford, USA

Book Reading Practices in Three Cultures: Japan, Taiwan, and the US
Eiko Kato-Otani (1), Chien-ju Chang (2)
(1) Osaka Jogakuin College, Osaka, Japan; (2) National Taiwan Normal University, Taiwan

Development of narrative ability: parallels between language content and cognitive modalities
Melita Kovacevic, Jelena Kucav, Nevena Padovan
University of Zagreb, Zagreb, Croatia

Narratives, literacy and childhood culture: Children’s conversational narratives as discursive and cultural resources for development
Shoshana Blum-Kulka, Talia Habib, Deborah Huck-Taglicht, Zohar Kampf
Department of Communication, Hebrew University, Israel

Room: OEI/121
11.00–13.00 h

Paper Session 58
Chair: Milena Kühnast, Bulgaria

The Acquisition of Expletive vs. Proform It
Susannah Kirby, Misha Becker
University of North Carolina, Chapel Hill NC, USA

Emphatic Pronominal Subjects in Child English
Susan M. Powers
Lyrix, Inc., Tewksbury MA, USA

On the use of resumptive pronouns in child and adult Hebrew
Inbal Arnon
Linguistics Department, Stanford University, California, USA

Children’s comprehension and production of anaphoric pronouns
Danielle Matthews
University of Manchester, Manchester, UK

Room: HFB/HS D
11.00–13.00 h

Paper Session 59
Chair: Marita Böhning, Germany

Probing the nature of word-learning difficulties in children with vocabulary deficits
Marysia Nash (1), Morag Donaldson (2)
(1) Royal Hospital for Sick Children, Edinburgh, UK; (2) University of Edinburgh, Edinburgh, UK

Fast mapping and lexical learning: expressive and receptive profiles of children with language disorder and their typically developing peers
Natalie Munro, Kerrie Lee
The University of Sydney, Sydney, Australia
Taxonomic bias and categorization in children with specific language impairment (SLI)
Sabine Weinert
Lehrstuhl Psychologie I, Universität Bamberg, Bamberg, Germany

Early word-object associations and language skills in children at-risk for language delay
Nenagh Kemp (1), Janet Werker (1), Barbara Bernhardt (2), Carolyn Johnson (2), Linda Siegel (3)
(1) Department of Psychology, University of British Columbia (UBC), Vancouver, Canada;
(2) School of Audiology and Speech Sciences, UBC, Vancouver, Canada; (3) Department of Educational Psychology, UBC, Vancouver, Canada

Room: OEI/302 b
11.00–13.00 h
Paper Session 60
Chair: Susanna Bartsch, Germany

One story, two stories: Preserving the meaning through lexical and syntactic constituents in narratives of bilingual children
Elena Zaretsky
Department of Communication Disorders, University of Massachusetts, Amherst, USA

Negotiating referential choices in a narrative context: English-Italian bilingual children and monolingual controls
Ludovica Serratrice
The University of Manchester, Manchester, UK

Early Bilingual Literacy Development: A case study
Silvia Romero-Contreras (1), Cynthia Klingler (2)
(1) Harvard Graduate School of Education, Cambridge, USA and Universidad Autónoma de San Luis Potosí, San Luis Potosí, Mexico; (2) Universidad Nacional Autónoma de Mexico, Mexico City, Mexico

Room: HFB/HS B
11.00–13.00 h
Paper Session 61
Chair: Sigal Uziel-Karl, Israel

Electrophysiology reveals oversized semantic categories in 16-month-old infants
Guillaume Thierry (1), Jarrad Lum (2), Marilyn Vihman (1), Ginny Gathercole (1)
(1) University of Wales, Bangor, UK; (2) University of Manchester, Manchester, UK

The Truth about Cats and Dogs: Animal Terms in Parent-Child Discourse
Jean Berko Gleason (1), Brenda Phillips (1), Richard Ely (1), Elena Zaretsky (2)
(1) Boston University, Boston, USA; (2) University of Massachusetts, Amherst, USA

The creation of lexical domains can precede the development of specific word-specific concept relations
Marilyn Shatz
University of Michigan, Ann Arbor, USA

Class and categories; what role does socioeconomic status play in children’s lexical and conceptual development?
Jennifer Bloomquist
Gettysburg College, Gettysburg PA, USA

Room: OEI/302 a
11.00–13.00 h
Paper Session 62
Chair: Cecilia Rojas Nieto, Mexico

Child Acquisition of Quechua Relative Clauses
Ellen H. Courtney
The University of Texas at El Paso, El Paso TX, USA
The Complementizer Phrase in child Romanian
Larisa Avram (1), Martine Coene (2)
(1) University of Bucharest, Bucharest, Romania; (2) University of Antwerp-Fund for Scientific Research, Antwerp

The development of complement clauses in Greek
Demetra Katis, Kiki Nikiforidou
University of Athens, Athens, Greece

Children’s Interpretations of Floating Quantifiers in Japanese
Takaaki Suzuki (1), Naoko Yoshinaga (2)
(1) Kyoto Sangyo University, Kyoto, Japan; (2) Hirosaki Gakuin University, Aomori, Japan

Room: OEI/301
11.00—13.00 h
Paper Session 63
Chair: Ulrike Toepel, Germany

Learning to express motion events in an Equipollently-framed language: A study of Mandarin Chinese children’s Frog Stories
Jiansheng Guo (1), Liang Chen (2)
(1) California State University, Hayward, USA; (2) University of Louisiana at Lafayette, USA

Are children’s first event expressions telic? Evidence from child German
Petra Schulz
University of Education, Karlsruhe, Germany

Egocentric strategy in acquisition of locatives
Maria Elivanova, Valeria Elivanova
Herzen State Pedagogical University of Russia, St. Petersburg, Russia

The Acquisition of Basic Locative Constructions in Upper Necaxa Totonac: A comparison of acquisition stages to typological frequency
Ryan Klint
University of Alberta, Edmonton, Canada

Room: OEI/323
11.00—13.00 h
Paper Session 64
Chair: Julia Berger-Morales, USA

The Syntax of Adjectives in early Spanish
Elva Alvarez
Universidad de Sonora, Hermosillo, Sonora, Mexico

Partial Agreement in Child Grammar: Evidence from Spanish and Catalan
Aurora Bel (1), Elisa Rosado (2)
(1) Universitat Pompeu Fabra; (2) Universitat de Barcelona

Eliciting Language Production Data from Young Children
Sonja Eisenbeiss (1), Ayumi Matsuo (2)
(1) University of Essex, Colchester, UK; (2) University of Sheffield, Sheffield, UK

Priming in Language Acquisition
Sabine Stoll
Max-Planck-Institute for Evolutionary Anthropology, Leipzig, Germany

Room: HFB/Senatssaal
13.00—14.30 h
Poster Session 4 & Lunch Break

P4-01 Should English Be Taught to Saudi Young Children?
Reima Sado Al-Jarf
King Saud University, Riyadh, Saudi Arabia
P4-02 Can Bilingual Infants Discriminate Languages Visually?
Whitney M. Weikum, Janet F. Werker
University of British Columbia, Vancouver, Canada

P4-03 Bilingualism in Individuals with ASD: A survey study
Erin MacInnis (1), Elizabeth Kay-Raining Bird (1), Jeanette Holden (2)
(1) Dalhousie University, Halifax, Canada; (2) Queen’s University, Canada

P4-04 The Acquisition of Gender by Trilingual Children
Elena Dieser
University of Tübingen, Tübingen, Germany

P4-05 Interaction of developing morphological systems in early Italian-Russian bilinguals
Tatjana Kenina
Scuola Normale Superiore, Pisa, Italy

P4-06 Bilingualism in early childhood and ways of plasticity
Nina Alexandrowa
Sprachbrücke e. V., Berlin, Germany

P4-07 Production of BE in early Italian speech
Claudia Caprin, Maria Teresa Guasti
Department of Psychology, University of Milano-Bicocca, Milano, Italy

P4-08 Exploring the diminutive advantage in gender acquisition: Evidence from Serbian
Nada Ševa (1, 2), Vera Kempe (2)
(1) Laboratory of Experimental Psychology, University of Belgrade, Belgrade, Serbia & Montenegro;
(2) Psychology Department, University of Stirling, Stirling, UK

P4-09 Is there a universal grammatical default?
Lamya Abdulkarim
King Saud University, Saudi Arabia

P4-10 Acquisition of Slovenian Verb Inflection Paradigms: a Case study
Teodor Petric
Department of German studies, University of Maribor, Slovenia

P4-11 Dynamic processing of derivational morphology in Spanish monolingual children
Alejandra Auza, Arturo Hernández, Iliana Reyes
Universidad Autónoma de Querétaro, Querétaro, Mexico

P4-12 Language for Scientific Literacy
Carol Westby (1), Kelly Smyer (2)
(1) Albuquerque, New Mexico, USA; (2) Albuquerque Public Schools, Albuquerque NM, USA

P4-13 The development of children's implicit theories of learning to write
María Belén Bosch (1), Montserrat de la Cruz (1), María Faustina Huarte (1), Nora Scheuer (2)
(1) CRUB, Universidad Nacional del Comahue, Bariloche, Argentina; (2) Conicet and Crub, Universidad Nacional del Comahue, Bariloche, Argentina

P4-14 Age-related changes in the efficiency of spoken language comprehension by Spanish-learning children in the US
Nereyda Hurtado, Virginia Marchman, Anne Fernald
Stanford University, Stanford CA, USA

P4-15 A comparative expressive language performance of normally developing children and children with language delay in Turkish
Ilknur Mavis, Seyhun Topbas
Anadolu University, Eskisehir, Turkey

P4-16 Encouraging language awareness and improving reading learning in preschool children in multiethnic contexts
Françoise Armand, François Sirois
Université de Montréal, Montréal, Canada

P4-17 Guiche or Guishe? Dialect-sensitive Scoring of Spanish Non-words
Elaine R. Silliman (1), María R. Brea-Spahn (1), Ruth H. Bahr (1), Louise C. Wilkinson (2)
(1) University of South Florida, Tampa FL, USA; (2) Syracuse University, Syracuse NY, USA
P4-18 Effective assessment of institutionalized infants’ and toddlers’ language development in Malawi: The development of assessments in English and Chichewa
Kim Ferguson (1), Marianella Casasola (1), Tanya Ferguson (2)
(1) Cornell University, Ithaca, USA; (2) Knox College, Galesburg, USA

P4-19 Rule-governed behavior with ‘Hebrew’ nonce words – A continuous saga
Orly Furman, Yonata Levy
The Hebrew University, Jerusalem, Israel

P4-20 Social affinities and language in preschoolers’ social network at nursery school: a lexical analysis of topics
Stéphanie Barbu
UMR 6552 Ethologie Evolution Ecologie, Université de Rennes, Rennes, France

P4-21 Negotiation of meaning and social dynamics in lower primary peerwork
Rita Elaine Silver
National Institute of Education, Singapore

P4-22 Nature and extent of written language deficits in children with SLI
Clare Mackie (1), Julie Dockrell (2), Geoff Lindsay (1)
(1) University of Warwick, Coventry, UK; (2) Institute of Education, London, UK

P4-23 Timed picture naming as a predictor of reading ability
Simonetta D'Amico (1, 2), Daniela Marchione (2), Simone Bentrovato (2), Antonella Devescovi (2)
(1) University of Aquila, Aquila, Italy; (2) University of Rome la Sapienza, Rome, Italy

P4-24 Lexical skills in English monolingual children: Differences between nouns and verbs
Christina Schelletter
The University of Hertfordshire, Hatfield, UK

P4-25 Children’s understanding of synonymy in oral and written tasks
Claudia Portilla, Ana Teberosky
Department of Developmental and Educational Psychology, University of Barcelona, Spain

P4-26 Effects of Mild-to-Moderate Sensorineural Hearing Loss on Language in Late Childhood and Adolescence
Hélène Delage, Laurie Tuller
Laboratoire Langage & Handicap J.E. 2321, Tours, France

P4-27 Early topicalization in ASL? Additional evidence for parallels between spoken intonation and sign nonmanual patterns
Deborah Chen Pichler
Gallaudet University, Washington DC, USA

P4-28 The speech evaluation of 7-8 years old children with hearing loss
Fatemeh Derakhshande (1), Nafise Yousefi (2), Afsane Gholamiyan (2)
(1) Isfahan University of medical sciences, Isfahan, Iran; (2) Isfahan, Iran

P4-29 Language Development and Text Comprehension in Deaf Children
Claudia Sanchez
Université de Sherbrooke, Sherbrooke (Qq), Canada

P4-30 Embodied gesture in Deaf and hearing native signing preschoolers
Paula Marentette, Natasha Tuck
Augustana Faculty, University of Alberta

P4-31 Input selection in Logogenia: Input and language development in deafness
Laura Mazzoni (1), Debora Musola (2), Elisa Franchi (2)
(1) University of Pisa, Pisa, Italy; (2) University of Venice, Venice, Italy

P4-32 Quality matters. Poverty of the Stimulus in Logogenia. Data from Deaf Italian
Elisa Franchi
University of Venice, Venice, Italy

P4-33 Levels of Symbolic Play and relating Communicative Development in a Deaf Child: a single-case study
Silvia Baldi, Michela Nunzi, Davide Tufarelli
Department of Human Communication Science, Tosinvest Sanità, S. Raffaele Pisana, Rome, Italy

P4-34 Narrative Comprehension in Deaf Children
Andrée Boisclair (1), Hélène Makdissi (2), Claudia Sanchez (1)
(1) Laval University, Québec, Canada; (2) Sherbrooke University, Québec, Canada
P4-35 Gesture: overlapping area between verbal skill and motor ability
Fabiana Grimandi, Paola Bonifacci, Silvana Contenko
Department of Psychology, University of Bologna, Italy

P4-36 Baby sign with hearing infants: Interaction with spoken language development
Anna Vogel Sosa, Carol Stoel-Gammon
University of Washington, Seattle, Washington, USA

P4-37 Negation in American Home Sign Systems
Amy L. Franklin
University of Chicago, Chicago, USA

P4-38 Initial Language Development of Cochlear Implant Recipients: Identification of Late Talkers
Martin Leyrer (1, 2), Silvia Pixner (2), Klaus Albegger (1)
(1) Cochlear-Implant-Center Salzburg, Department of Otolaryngology, Paracelsus University Medical School Salzburg; (2) Department of Linguistics, University Salzburg

P4-39 Acoustical Analysis of Rhythmicity in Infant Babbling
Jill Dolata, Barbara L. Davis, Peter MacNeilage
The University of Texas, Austin TX, USA

P4-40 Dislexia or Learning Disabilities Associated with the Auditory Processing Disorders?
Denise Inazacki Rangel
Feevale University Center

P4-41 Influence of visual-spatial information processing on discourse of Russian speaking children
Irina Ovchinnikova
Department of General Linguistics, Perm, Russia

P4-42 The measurement of phonological acquisition in Slovak in crosslinguistic view
Iveta Bonova (1), Marina Mikulajova (2), Daniela Slancova (1)
(1) Presov University, Presov, Slovak Republic; (2) Commenius University, Bratislava, Slovak Republic

P4-43 Socio-Cultural Factors in the Differential Rate of Acquisition of Sounds in Ibibio Children
Ekaete Evangel Akpan
Department of Linguistics, University of Uyo, Uyo, Nigeria

P4-44 Whole-word measurement for Finnish children at the end of the one-word stage
Katri Saaristo-Helin (1), Tuula Savinainen-Makkonen (1), Sari Kunnari (2)
(1) University of Helsinki, Helsinki, Finland; (2) University of Oulu, Oulu, Finland

P4-45 Gradient aspects of voiceless coronal fricative production in Brazilian Portuguese children
Larissa Berti, Eleonora Albano
State University of Campinas, Campinas, Brazil

P4-46 Interaction between Phonological and Lexical Development of Putonghua-speaking children
Hua Zhu
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

P4-47 Why to use the conjunction pero? A usage-based approach to Spanish early acquisition
Vianey Varela
Department of Linguistics, University of Alberta, Edmonton, Canada

P4-48 Implicatures and the acquisition of Spanish ser vs. estar
Karen Miller, Cristina Schmitt
Michigan State University, USA

P4-49 The acquisition of the Russian discourse marker zhe (же)
Aleksandra Sudobina
Moscow State University, Moscow, Russia

P4-50 Auditory Recognition in School-Age Children: Semantic and Phonological Priming Effects
Melinda Velez
The Graduate School and University Center of the City University of New York, New York, USA

P4-51 Ideas for Classroom Research A Proposal for combining Theory, Research and Practice The presence of formulas in young children’s oral production and the value of explicit teaching of Formulaic Language elements in the second language classroom
Elizabeth Forster, Teresa Fleta
British Council Primary School, Madrid, Spain
P4-52 Investigation of the Development and Plasticity of the Manner-Path Lexicalization Bias in English Speaking Adults and Children
Catherine Havasi (1), Jesse Snedeker (2)
(1) Brandeis University, Waltham MA, USA; (2) Harvard University, Cambridge MA, USA

P4-53 A Case Study of the Development of Preschool Children’s Figurative Language
Zheeng Li
School of Education, Nanjing Normal University, Nanjing, China

P4-54 Object clitic and en clitic omission in child Catalan naturalistic productions
Anna Gavarró, Meritxell Mata, Eulàlia Ribera
Universitat Autònoma de Barcelona, Bellaterra, Spain

P4-55 The verb do’ (to give) as the earliest causative verb in the Russian child speech
Ekaterina Brovko
Institute for Linguistic Studies, Russian Academy of Sciences, St. Petersburg, Russia

P4-56 How Do Children Learn Romani Syntax
Hristo Kyuchukov
Veliko Turnovo University, Sofia, Bulgaria

P4-57 Early production of VP ellipsis in European Portuguese
Ana Lúcia Santos
Universidade de Lisboa, Portugal

P4-58 The morphosyntactic development of a child with Down Syndrome: the production of the gender marker of the determiner
Letícia Pacheco Ribas (1, 2), Franceli Zimmer (1), Ubiratã Alves (2)
(1) Fevale, Novo Hamburgo, Brazil; (2) PUCRS, Porto Alegre, Brazil

P4-59 A Case of Exceptional Reading Ability in Down Syndrome
Margriet Groen, Glynis Laws, Kate Nation, Dorothy Bishop
Department of Experimental Psychology, University of Oxford, Oxford, UK

P4-60 Characteristics of Stuttering in Subjects with Down Syndrome
Bárbara Backes, Gabriela Wolff, Denise Inazacki Rangel, Letícia Pacheco Ribas
Feverale University Center, Porto Alegre, RS, Brazil

P4-61 A Longitudinal Study of Language Development in Children with Williams or Down Syndromes
Teresa F. Doyle (1), Judy S. Reilly (2), Diana K. Kikuchi (1), Ursula Bellugi (1)
(1) The Salk Institute for Biological Studies, La Jolla, USA; (2) San Diego State University, San Diego, USA

P4-62 Relation between early speech delay (3/4 years) and reading outcomes (7/8 years)
Maria Fernanda Lara-Díaz (1), Eva Aguilar-Mediavilla (2)
(1) Universitat de Barcelona, Barcelona, Spain; (2) Universitat de les Illes Balears, Palma de Mallorca, Spain

P4-63 Underlying Processes in Early Writing Disorders in Children with Language Impairments
Cynthia Johnson, Julie Hengst, Paul Prior, Simone Frame, Lu-Chun Lin
University of Illinois at Urbana-Champaign, Champaign IL, USA

P4-64 Therapy of Phonological Awareness in the Literacy Process
Helena Bolli Mota, Giovana Romero Paula, Márcia Keske-Soares
Federal University of Santa Maria, Santa Maria, RS, Brazil

P4-65 A Data-Based Classification of Child Speech Disorders of Unknown Origin
Beate Peter, Carol Stoel-Gammon
Department of Speech and Hearing Sciences, University of Washington, Seattle, USA

P4-66 Impairments in inner speech in individuals with autism
Andrew Whitehouse (1), Murray Maybery (1), Kevin Durkin (2)
(1) University of Western Australia, Perth, Australia; (2) University of Strathclyde, Glasgow, UK

P4-67 The early communicative and linguistic development in preterm children without a certified neurobiological disease: compared individual profiles
Micaela Capobianco, Luciano Baldini, Antonella Devescovi
Dipartimento di Psicologia dei processi di Sviluppo e Socializzazione, Università La Sapienza, Roma, Italy

P4-68 Socially Determined Language Adjustment in Speakers With Autism Spectrum Disorder (ASD)
Joanne Volden, Autumn Sorenson
Speech Pathology and Audiology, University of Alberta, Edmonton, Canada
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P4-69 Early lexical and morphosyntactical development in children with perinatal brain lesions
Maja Cepanec, Marta Ljubešić
Faculty for education and rehabilitation, Developmental neurolinguistics lab, Zagreb, Croatia

P4-70 Origins of language disorders in Dutch-speaking children with psychiatric impairment
Claudia Blankenstijn (1), Annette Scheper (1, 2)
(1) Research Centre for Child and Youth Psychiatry Curium, Oegstgeest, The Netherlands;
(2) Centre for Communication Disorders Sint Marie, Eindhoven, The Netherlands

P4-71 Linguistic capacity after right hemisphereotomy: The case of Ana
Silvia Romero-Contreras (1), Cynthia Klingler (2)
(1) Harvard Graduate School of Education, Cambridge, USA and Universidad Autónoma de San Luis Potosí,
Mexico; (2) Universidad Nacional Autónoma de Mexico, Mexico City, Mexico

P4-72 Conversations between professionals and children with cerebral palsy
Pernille Holck, Ulrika Nettelbladt
Department of logopedics, phoniatrics and audiology, Lund University, Lund, Sweden

P4-73 Measuring Speech Motor Skills in High Functioning Autistic Children
Müzeyyen Ciyiltepe (1), Tümer Türkbay (2)
(1) GATA-KBB AD, Etlik, Ankara, Turkey; (2) GATA-Çocuk Ruh Sağlığı AD, Etlik, Ankara, Turkey

P4-74 Late Language Acquisitions and Reformulation
Claire Martinot (1), Elena Zaretsky (2), Olga Gromova (3), Jelena Kuvac (4),
Urzula Paprocka-Piotrowska (5), Sonia Gerolimich (6)
(1) University René Descartes, Paris 5-Sorbonne, Department of General and Applied Linguistics LEAPLE,
UMR 8606; (2) Department of Communication Disorders, University of Massachusetts, Amherst, USA;
(3) Department of Speech and Language Pathology, Research Institute of Special Education, Russian Academy
of Education, Moscow, Russia; (4) Laboratory for Psycholinguistic Research, Department of Speech-Language
Pathology, University of Zagreb, Croatia; (5) Catholic University of Lublin, Department of French Studies,
Poland; (6) University of Trieste, MoDyco, UMR 7114, Italy

P4-75 The Perception of Short vs. Long Vowels in Monosyllabic Thai Words as Indexed by Mismatch Negativity
Brain Responses
Wichian Sittiprapaporn, Chittin Chindaduangratn, Naiphinich Kotchabhakdi
Neuro-Behavioural Biology Center, Institute of Science and Technology for Research and Development,
Mahidol University, Salaya, Nakhonpathom, Thailand

P4-76 Bravo, tu marches! A French child’s use of the second person pronoun
Aliyah Morgenstern, Mireille Brigaudiot
LEAPLE CNRS, Paris, France

P4-77 Longitudinal Receptive and Expressive Language Profiles of Toddlers with Significant Developmental
Disabilities
MaryAnn Romski, Rose A. Sevcik, Lauren B. Adamson, Melissa Cheslock
Georgia State University, Atlanta, Georgia, USA

Room: HFB/HS A
14.30–16.00 h
Symposium 37

Early Precursors of Delayed Language Development: Results from a Longitudinal Study from Age Zero
to age Four with German Learning Children
Jürgen Weissborn (1), Kathleen Wermke (2), Ute Suhl (3), Angela D. Friederici (3), Zvi Penner (4),
Sabina Pauen (6)
(1) Humboldt University, Berlin, Germany; (2) University of Würzburg, Würzburg, Germany;
(3) Max-Planck-Institute for Human Cognitive and Brain Sciences, Leipzig, Germany;
(4) University of Bern, Bern, Switzerland; (5) Charité University Medicine, Berlin, Germany;
(6) University of Heidelberg, Heidelberg, Germany
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Room: HFB/HS D
14.30–16.00 h

Symposium 38

From Non-Linguistic to Linguistic Representations: Children's Encoding of Motion at the Perceptual, Gestural and the Linguistic Levels
Seyda Özçaliskan (1), Asli Özyürek (2, 3), Rachel Pulverman (4, 5), Roberta Michnick-Golinkoff (4), Kathy Hirsh-Pasek (6), Susan Goldin-Meadow (1), Özge Gürcanli (7), Tilbe Göksun (8), Shanley Allen (9), Sotaro Kita (10), Amanda Brown (3, 9), Reyhan Furman (8), Tomoko Ishizuka (11), Maya Hickmann (12), Henriëtte Hendriks (13), Dan I. Slobin (14)
(1) University of Chicago, Chicago, USA; (2) F. C. Donders Center for Cognitive Neuroimaging; (3) Max-Planck-Institute for Psycholinguistics, Nijmegen, The Netherlands; (4) University of Delaware, Delaware, USA; (5) Universidad Autónoma de Querétaro, Mexico; (6) Temple University, Philadelphia, USA; (7) Bogazici University, Istanbul, Turkey; (8) Koc University, Istanbul, Turkey; (9) Boston University, Boston, USA; (10) University of Bristol, Bristol, UK; (11) University of California, Los Angeles, USA; (12) Centre National de la Recherché Scientifique Université René Descartes, Paris, France; (13) University of Cambridge, RCEAL, UK; (14) University of California, Berkeley, USA

Room: HFB/HS C
14.30–16.00 h

Symposium 39

Frequency Effects in Article Acquisition
Insa Gülzow (1), Ute Bohnacker (2), Tanja Kupisch (3), Sergey Avrutin (4), Joke de Lange (4), Maria Teresa Guasti (5)
(1) Zentrum Allgemeine Sprachwissenschaft, Berlin, Germany; (2) Lunds Universitet, Lund, Sweden; (3) University of Hamburg, Hamburg, Germany; (4) University Utrecht, Utrecht, The Netherlands; (5) Università di Milano-Bicocca, Milano, Italy

Room: OEI/121
14.30–16.00 h

Symposium 40

The Acquisition of Morphology in Palestinian Arabic: Universal, Particular and Contextual Factors
Dorit Ravid, Rola Farah, Hunaida Abu-Nofal, Sireen Saed Tarbani, Rawan Khoury Abu Salem, Afnan Farah Sima'an, Omaimah Azem Gazalin
Tel Aviv University, Tel Aviv, Israel

Room: OEI/105
14.30–16.00 h

Symposium 41

Complexity in Phonological Development: Contributions from Brazilian and European Portuguese
Regina Ritter Lamprecht (1), M. João Freitas (2), Susana Correia (3), Carmen Lucia Barreto Matzenauer (4), Giovana Ferreira Gonçalves Bonilha (1, 5), Ana Ruth Miranda (6)
(1) Pontificia Universidade Catolica do Rio Grande do Sul, Porto Alegre, Brazil; (2) Universidade de Lisboa, Lisboa, Portugal; (3) Universidade do Algarve, Portugal; (4) Universidade Catolica de Pelotas, Pelotas, Brazil; (5) Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil; (6) Universidade Federal de Pelotas, Pelotas, Brazil
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Room: OEI/302 b
14.30–16.00 h
Symposium 42

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

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

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

Room: HFB/HS B
14.30–16.00 h
Symposium 43

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

Isabelle Barriere (1, 2, 3), Thierry Nazzi (4), Melanie Soderstrom (5), Katherine White (5), Erin Conwell (5), James Morgan (5), Letitia Naigles (6), Lauren Swensen (6), Elizabeth Kelly (6), Deborah Frein (6), Bencie Woll (7), Jechil Siereratzki (8), Geraldine Legendre (9), Gary Morgan (7)

(1) Johns Hopkins University, Baltimore, USA; (2) Touro College, New York, USA; (3) University of Hertfordshire, UK; (4) Laboratoire Cognition & Developpement, CNRS, Paris, France; (5) Cognitive & Linguistic Sciences, Brown University, Providence, USA; (6) Department of Psychology, University of Connecticut, Storrs, USA; (7) Department of Language and Communication science, City University, London, UK; (8) Department of Human communication science, University College London, London, UK; (9) Department of Cognitive Science, Johns Hopkins University, Baltimore, USA

Room: OEI/301
14.30–16.00 h
Paper Session 65

Chair: Barbara Schmiedtova, The Netherlands

**Gesturing bilingually: French-English bilingual children’s gestures**

Elena Nicoladis, Simone Pika, Paula Marentette

University of Alberta, Edmonton, Canada

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

Jennifer Windsor, Kathryn Kohnert

University of Minnesota, Minneapolis, USA

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

Sophie Wauquier-Gravelines (1), Marie-Thérèse Le Normand (2), Annie Rialland (3)

(1) Département de Sciences du langage, LLING, Université de Nantes, France; (2) INSERM et service de neuropédiatrie et maladies métaboliques, Hôpital Robert Debré, Paris, France; (3) Laboratoire de phonétique et phonologie, CNRS-Université de Paris III, France

Room: HFB/HS A
16.00–16.30 h
Coffee Break

16.30–18.00 h
Symposium 44

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

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

(1) Stanford University, USA; (2) University of Potsdam, Germany; (3) Université du Québec à Montréal, Canada; (4) Max-Planck-Institute, Nijmegen, The Netherlands
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Room: OEI/105
16.30–18.00 h

Symposium 45

Aspects of Lexical Development in Brazilian Portuguese
Elizabeth Reis Teixeira (1), Cláudia Tereza Sobrinho da Silva (1), Carla Marcondes Cesar Affonso Padovani (2), Maria Cecilia Bevilaqua (3), Aline Pimentel (1), Mônica Valéria do Patrocínio Dias (1)
(1) Universidade Federal da Bahia, Salvador, Brazil; (2) Universidade Estadual da Bahia e UNIME; (3) Universidade de São Paulo, Bauru

Room: HFB/HS C
16.30–18.00 h

Symposium 46

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

Room: HFB/HS B
16.30–18.00 h

Symposium 47

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

Room: HFB/HS D
16.30–18.00 h

Symposium 48

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

Room: OEI/121
16.30–18.00 h

Symposium 49

Variations in Acquiring Literacy across Genres: A Multi-Linguistic Perspective
Ronit Levie (1), Dorit Ravid (1), Liliana Tolchinsky (2), Harriet Jisa (3), Hrafnhildur Ragnarsdóttir (4), Sven Stromqvist (5), Janet G. van Hell (6), Joan Stiles (7), Judy S. Reilly (8, 9), Judi Fenson (7), Ruth Nass (10), Ruth Berman (1)
(1) Tel Aviv University, Tel Aviv, Israel; (2) University of Barcelona, Barcelona, Spain; (3) Université Lyon 2, Lyon, France; (4) Iceland University of Education, Reykjavik, Iceland; (5) University of Lund, Lund, Sweden; (6) Radboud University Nijmegen, The Netherlands; (7) University of California, San Diego, San Diego, USA; (8) San Diego State University, San Diego, USA; (9) Université de Poitiers, Poitiers, France; (10) New York University Medical Center, New York, USA
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16.30–18.00 h

Paper Session 68
Chair: Magdalena Smoczynska, Poland

Precursors of language as predictors: Development and evaluation of a set of language-independent assessments for 2–3 year olds
Penny Roy (1), Shula Chiat (2)
(1) City University, London, UK; (2) University College London, London, UK

Cross-linguistic and Cross-Cultural Issues in the Development of Tests of Sign Language: The Case of The Test of American Sign Language (TASL) and Test de Langue des SignesFrançaise (TELSF)
Philip Prinz (1), Nathalie Niederberger (2), John Gargani (3), Wolfgang Mann (3)
(1) San Francisco State University, San Francisco, USA; (2) University of Geneva, Geneva, Switzerland; (3) University of California, Berkeley, Berkeley, USA

Outcome at Age 17 of Late-Talking Toddlers
Leslie Rescorla
Bryn Mawr College, Bryn Mawr PA, USA

Room: OEI/302 a
16.30–18.00 h

Paper Session 69
Chair: Tanja Kupisch, Germany

The boy is ‘low’: Effects of Early English Education on Semantic Development of Taiwanese Mandarin – English Bilingual Children
Lu-Chun Lin, Cynthia J. Johnson
Dept. of Speech and Hearing Science, University of Illinois at Urbana-Champaign, Champaign, USA

Bilinguals ≠ 2 monolinguals in 1?
Annabelle David
University of Newcastle upon Tyne, Newcastle upon Tyne, UK

Evidence of Preferred Argument Structure in English-Japanese Bilingual Acquisition
Yuriko Oshima-Takane (1), Fred Genesee (1), Sonia Guerriero (1), Makiko Hirakawa (2)
(1) McGill University, Montreal, Canada; (2) Tokyo International University, Japan

Room: OEI/301
16.30–18.00 h

Paper Session 70
Chair: Susanna Bartsch, Germany

The acquisition of the when-clause in a Swedish boy
Lisa Christensen
Department of Scandinavian Languages, Lund University, Sweden

Interpreting Idioms: Cognitive and Sociocultural Factors
Ellen H. Courtney, Ailbhe Cormack Aboud
The University of Texas at El Paso, El Paso TX, USA

The effect of syntactic structure and familiarity in children interpretation of metaphor
Patricia Pineda (1, 2), Liliana Tolchinsky (2)
(1) Language and Narrative, Valle University, Cali, Colombia; (2) University of Barcelona, language repertory research group GRERLI, University of Barcelona