

TIME	LOCATION	SYMPOSIA	CONVENER / DISCUSSANT	PRESENTATION	PRESENTERS / AUTHORS	PROGRAMME PAGE
10.30 - 12.30	AMPHI JEAN- BAPTISTE SAY	Same learning mechanisms – different morphologies: what factors determine learning?	<p><b>Elena Lieven</b>, University of Manchester, U.K.</p> <p>Aris Xanthos, University of Lausanne, Switzerland</p>	<p><b>Presentation 1:</b> <i>Predicting errors in children’s production of verb morphology: evidence from person/number marking in Finnish and Polish</i></p>	<p><b>Sonia Granlund</b><sup>2,5</sup>, <b>Joanna Kolak</b><sup>1,3,5</sup>, <b>Marta Szreder</b><sup>4,5</sup>, <b>Felix Engelmann</b><sup>1,5</sup>, <b>Ben Ambridge</b><sup>2,5</sup>, <b>Julian Pine</b><sup>2,5</sup>, <b>Anna Theakston</b><sup>1,5</sup> and <b>Elena Lieven</b><sup>1,5</sup></p> <p>1. University of Manchester, UK; 2. University of Liverpool, UK; 3. University of Warsaw, Poland; 4. United Arab Emirates University, UAE; 5. ESRC LuCiD Centre</p>	12
				<p><b>Presentation 2:</b> The acquisition of verb inflection in a connectionist model</p>	<p><b>Felix Engelmann</b><sup>1,5</sup>, <b>Joanna Kolak</b><sup>1,3,5</sup>, <b>Sonia Granlund</b><sup>2,5</sup>, <b>Marta Szreder</b><sup>4,5</sup>, <b>Ben Ambridge</b><sup>2,5</sup>, <b>Julian Pine</b><sup>2,5</sup>, <b>Anna Theakston</b><sup>1,5</sup> and <b>Elena Lieven</b><sup>1,5</sup></p> <p>1. University of Manchester, UK; 2. University of Liverpool, UK; 3. University of Warsaw, Poland; 4. United Arab Emirates University, UAE; 5. ESRC LuCiD Centre</p>	
				<p><b>Presentation 3:</b> The acquisition of Chintang verbal morphology</p>	<p><b>Sabine Stoll</b><sup>1</sup>, <b>Jekaterina Mazara</b><sup>1</sup>, <b>Damián Blasi</b><sup>1,2</sup>, and <b>Balthasar Bickel</b><sup>1</sup></p> <p>1. University of Zurich, Switzerland; 2 Max Planck Institute for the Science of Human History, Jena, Germany</p>	
				<p><b>Presentation 4:</b> A training study to establish the cause of children’s “defaulting errors” in Spanish</p>	<p>Joseph Martin<sup>1</sup>, Colin Bannard<sup>1</sup> and <b>Julian Pine</b><sup>1,2</sup></p> <p>1. University of Liverpool, UK; 2. ESRC LuCiD Centre</p>	
10.30 - 12.30	AMPHI JABOULAY	Giving new significance to null results in child language research	<p>Titia Benders Macquarie University, Australia</p> <p>Suzanne Curtin Calgary University, Canada</p>	<p><b>Presentation 2:</b> A Robust Failure to Replicate Word Segmentation Findings in British English Infants</p>	<p>Tamar Keren-Portnoy<sup>1</sup>, Caroline Floccia<sup>2</sup>, Rory DePaolis<sup>3</sup>, Hester Duffy<sup>4</sup>, Claire Delle Luche<sup>5</sup>, <b>Samantha Durrant</b><sup>6,7</sup>, Laurence White<sup>2</sup>, Jeremy Goslin<sup>2</sup> and Marilyn Vihman<sup>1</sup></p> <p>1. University of York, UK; 2. Plymouth University, UK; 3. James Madison University, USA; 4. University of Warwick, UK; 5. University of Essex, UK; 6. University of Liverpool, UK; 7. ESRC LuCiD Centre;</p>	12

10.30 - 12.30	SALLE D101	What is the relationship between Executive Function and language development?	Nicola Botting & Gary Morgan, City University London, <b>Caroline Rowland</b> , Max Planck Institute for Psycholinguistics, The Netherlands	<b>Presentation 1:</b> Language acquisition and executive function from 12 to 36 months in typically developing children.	<b>Samantha Durrant, Amy Bidgood, Paula McLaughlin, Michelle Peter and Caroline Rowland</b> , ESRC LuCiD Centre, University of Liverpool; U.K.	13
LUNCH						
14.00 - 16.00	AMPHI LAPRADE	Acquisition of case-marking: form and function	Virve-Anneli Vihman, University of Tartu	<b>Presentation 2:</b> Variability in the input: Acquisition of Differential Object Marking in Estonian <b>Presentation 3:</b> The role of constructions in the acquisition of Polish noun inflections <b>Presentation 5:</b> Testing constructivist models of morphological development using case-marking in Lithuanian	<b>Virve-Anneli Vihman<sup>1</sup>, Felix Engelmann<sup>2,3</sup>, Anna Theakston<sup>2,3</sup> and Elena Lieven<sup>2,3</sup></b> 1. University of Tartu, Estonia; 2. University of Manchester, UK; 3. ESRC LuCiD Centre <b>Grzegorz Krajewski</b> , University of Warsaw, Poland Egle Saviciute <sup>1</sup> , <b>Ben Ambridge<sup>1,2</sup> and Julian Pine<sup>1,2</sup></b> 1. University of Liverpool, UK; 2. ESRC LuCiD Centre	14-15
14.00 - 16.00	AMPHI JEAN-BAPTISTE SAY	Cooperative communication in peer interactions	Bahar Koymen, University of Manchester, U.K. <b>Ludovica Serratrice</b> , University of Reading, U.K.	<b>Presentation 1:</b> Creating a language: Non-linguistic communication among preschool peers <b>Presentation 3:</b> Children produce justifications according to their pragmatic goals in peer conversations <b>Presentation 4:</b> Joint decision-making facilitates children's reasoning with peers	Manuel Bohn <sup>1</sup> , Gregor Stöber <sup>1</sup> , and <b>Michael Tomasello<sup>1,2</sup></b> 1. Max Planck Institute for Evolutionary Anthropology, Germany; 2. Duke University, USA Andreas Domberg <sup>1,2</sup> , Bahar Koymen <sup>2</sup> and <b>Michael Tomasello<sup>1,3</sup></b> 1. Max Planck Institute for Evolutionary Anthropology, Germany; 2. University of Manchester, UK; 3. Duke University, USA Bahar Koymen <sup>1</sup> and <b>Michael Tomasello<sup>2,3</sup></b> , 1. Max Planck Institute for Evolutionary Anthropology, Germany; 2. University of Manchester, UK; 3. Duke University, USA	15-16

**DAY 2 POSTERS:**

ZONE 1:

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

ZONE 2:

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

ZONE 3:

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

ZONE 4:

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

ZONE 5:

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

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10.30 – 12.30	GRAND AMPHI	Language development from the lens of crosslinguistic variation: A symposium in honor of Ayhan Aksu-Koç	Nihan Ketz, Bilgi University; Aylin Küntay, Koc University; Şeyda Özçalışkan, Georgia State University; Aslı Özyürek, University of Radboud & MPI4;	<b>PRESENTATION 4:</b> Successes and difficulties facing crosslinguistic language acquisition research	<b>Elena Lieven</b> , University of Manchester and ESRC LuCiD Centre	22
10.30 – 12.30	AMPHI JEAN- BAPTISTE SAY	Individual differences in word learning: predictors and associates across the lifespan	<b>Katie Alcock</b> , Lancaster University	<b>PRESENTATION 1:</b> Individual differences in segmentation longitudinally predict vocabulary growth	<b>Evan Kidd</b> <sup>1,2</sup> , Tara Spokes <sup>1,2</sup> , Seamus Donnelly <sup>1,2</sup> , Caroline Jung <sup>3</sup> and Anne Cutler <sup>1,4</sup>  1. The Australian National University; 2. The ARC Centre of Excellence for the Dynamics of Language, Australia; 3. Utrecht University, The Netherlands; 4. Western Sydney University, Australia	24
				<b>PRESENTATION 3:</b> Gesture screening in young infants: Highly sensitive to risk factors for communication delay	<b>Katie Alcock</b> <sup>1,2</sup> , Victoria Brelsford <sup>3</sup> , Anna Christopher <sup>1</sup> , Janine Just <sup>3</sup> , Kerstin Meints <sup>3</sup> and <b>Caroline Rowland</b> <sup>2,4,5</sup>  1. Lancaster University, UK; 2. ESRC LuCiD Centre; 3. University of Lincoln, UK; 4. University of Liverpool, UK; 5. Max Planck Institute for Psycholinguistics, The Netherlands	
				<b>PRESENTATION 4:</b> Child-adult differences in artificial language learning: Evidence from the cross-situational learning paradigm	Patrick Rebuschat <sup>1</sup> and <b>Padraic Monaghan</b> <sup>1,2</sup>  1. Lancaster University, UK; 2. ESRC LuCiD Centre	
				<b>PRESENTATION 5:</b> Quality not quantity in caregiver speech: Why lexical diversity provides a better learning environment than raw exposure to language	Gary Jones <sup>1</sup> and <b>Caroline Rowland</b> <sup>2,3,4</sup>  1. Nottingham Trent University, UK; 2. University of Liverpool, UK; 3. Max Planck Institute for Psycholinguistics, The Netherlands; 4. ESRC LuCiD Centre	

LUNCH						
14.00 – 16.00	AMPHI JABOULAY	Children's Understanding and Use of Sociolinguistic Variation in Language Acquisition	Laura Wagner, Ohio State University, U.S.A.  Cynthia G. Clopper, Ohio State University, U.S.A.	<b>PRESENTATION 4:</b> Multidialectal toddlers use of the Mutual Exclusivity in novel word learning	<b>Samantha Durrant</b> <sup>1,2</sup> , Claire Delle Luche <sup>3</sup> , Paul Ratnage <sup>4</sup> , Caroline Floccia <sup>4</sup>  1. University of Liverpool, UK; 2. ESRC LuCiD Centre; 3. University of Essex, UK; 4. Plymouth University, UK	28

**DAY 3 POSTERS:**

ZONE 1:

- 11. *The evocative power of words for 9-month-old infants* – **Louah Sirri, Vincent Reid, Eugenio Parise**;
- 12. *Background variability supports early noun learning* - **Katherine Twomey, Lizhi Ma, Gert Westermann**;
- 14. *Input and interaction across cultures* – **Thea Cameron-Faulkner, Ludovica Serratrice, Elena Lieven**;
- 17. *Two social worlds of children: Peer-to-peer vs. Mother-child discussions on moral dilemmas* - Maria Mammen, Bahar Koymen, **Michael Tomasello**;
- 27. *Effects of story complexity on mothers' decontextualized talk to pre-schoolers during shared-reading* – Amber Muhinyi, Anne Hesketh, **Caroline Rowland, Andrew Stewart**;
- 29. *The relationship between parental input and children's spontaneous use of adverbial clauses containing after, before, because, and if* - **Laura de Ruiter, Anna Theakston, Silke Brandt, Elena Lieven**;
- 31. *Symbolic Play and Language Acquisition: a Naturalistic Longitudinal Study* - Noelle Creaghe, Sara Quinn, **Evan Kidd**;

ZONE 2:

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

ZONE 4:

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

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10.30 - 12.30	GRAND AMPHI	Vocabulary delay in children receiving bilingual exposure? Measurement and identification considerations across different language pairs	Daniela Gatt, University of Malta, Malta	<b>Presentation 4:</b> Does CDI performance predict later vocabulary skills in Polish-English bilingual children?	<b>Joanna Kotak</b> <sup>1,2,3</sup> , Ewa Haman <sup>3</sup> , Zofia Wodniecka <sup>4</sup> , and Aneta Mięksiz <sup>3</sup>  University of Manchester, UK; 2. ESRC LuCiD Centre; 3. University of Warsaw, Poland; 4. Jagiellonian University, Poland	34

**DAY 4 POSTERS:**

Zone 2:

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

Zone 4:

- 57: *Beyond subject/object asymmetry: Mandarin-speaking children's processing of different relative clause types* – Wenchun Yang, Angel Chan, **Evan Kidd**
- 58: *Children's evaluation of reasonableness of others in argumentation* – Andreas Domberg, Bahar Koymen, **Michael Tomasello**

Zone 5:

- 74. *Evaluating the effectiveness of a reading for pleasure intervention: a randomised control trial* - Jamie Lingwood, **Caroline Rowland**, Josie Billington
- 94. *Intention or attention before pointing: Do infant's early hold out gestures reflect evidence of a declarative motive?* - Laura Boundy, **Anna Theakston**, **Thea Cameron-Faulkner**

TIME	LOCATION	SYMPOSIA	CONVENER / DISCUSSANT	PRESENTATION	PRESENTERS / AUTHORS	PROGRAMME PAGE
11.00 – 13.00	AMPHI LUCIE AUBRAC	The language of schooling: evidences for new relations with literacy and language development	Alejandra Meneses, Pontificia Universidad Católica de Chile, Chile Vibeke Grøver, University of Oslo, Norway	<b>Presentation 2:</b> Children’s decontextualized talk predicts academic language skills in mid-adolescence	Paola Uccelli <sup>1</sup> , Özlem Ece Demir-Lira <sup>2</sup> , <b>Meredith Rowe</b> <sup>1</sup> , Susan Levine <sup>2</sup> and Susan Goldin-Meadow <sup>2</sup>  1. Harvard Graduate School of Education, USA; 2. University of Chicago, USA	46
11.00 – 13.00	SALLE D101	SES differences in early linguistic experiences and outcomes	Florencia Alam, National Council of Scientific and Technical Research, Argentina	<b>Presentation 3:</b> The social gradient in early language development: An RCT to test the role of parent contingent talk	Danielle Matthews <sup>1</sup> , Michelle McGillion <sup>1</sup> , Jane Herbert <sup>1</sup> and <b>Julian Pine</b> <sup>2,3</sup>  1. University of Sheffield, UK; 2. University of Liverpool, UK; 3. ESRC LuCiD Centre	48
				<b>Presentation 4:</b> A parent-gesture intervention to reduce early SES gaps in child vocabulary	<b>Meredith Rowe</b> <sup>1</sup> , Kathryn Leech <sup>1</sup> , Virginia Salo <sup>2</sup> , Kaitlin Herbert <sup>1</sup> ,  1. Harvard Graduate School of Education, USA; 2. University of Maryland, USA	
LUNCH						
14.00 – 16.00	GRAND AMPHI	Common ground in communication: Integrating evolutionary, developmental and clinical perspectives	Manuel Bohn, Max Planck Institute for Evolutionary Anthropology, Germany  Eve Clark, Stanford University, U.S.A	<b>Presentation 1:</b> Common ground in non-linguistic communication: Evidence from twelve-month-old infants and great apes	Manuel Bohn <sup>1</sup> , Josep Call <sup>2</sup> and <b>Michael Tomasello</b> <sup>2,3</sup>  1. Max Planck Institute for Evolutionary Anthropology, Germany; 2. University of St Andrews, UK; 3. Duke University, USA	48-49
				<b>Presentation 3:</b> Children use personal and cultural common ground in their reasoning with peers	Maria Mammen <sup>1</sup> , Bahar Köymen <sup>2</sup> and <b>Michael Tomasello</b> <sup>1,3</sup>  1. Max Planck Institute for Evolutionary Anthropology, Germany; 2. University of Manchester, UK; 3. Duke University, USA	