

MPaL 2023 Program

Wednesday 25th October - Friday 27th October 2023

Max Planck Institute for Psycholinguistics, Nijmegen, NL



Program overview

Wednesday, October 25th

Start Time	Session	Title/Authors (presenter in bold) O = online presentation (e.g. O1.1.)
8.15	Registration & coffee	
8.45	Welcome	
9.00	Session 1 (20 min talks)	<p>O1.1. How caregivers' speech patterns enhance word segmentation: Insights from a computational modeling study on a Korean corpus. Jun Ho Chai, <i>Seongmin Mun, Eon-Suk Ko</i></p> <p>1.2. Language development in bimodal bilingual children: A longitudinal study from infancy to school-age years. Evelyne Mercure, <i>Victoria Mousley, Laura Goldberg, Mairead MacSweeney</i></p> <p>O1.3. Tongue root harmony acquisition and word segmentation in multilingual infant learners of languages with and without vowel harmony. Paul Okyere Omane, <i>Natalie Boll-Avetisyan, Titia Benders</i></p> <p>1.4. Infant directed speech in UK and Ugandan mothers: An assessment of quantity and acoustic features across cultures and within Ugandan Languages. Ellie Donnelly, <i>Ed Donnellan, Joanna Buryin-Weitzel, Kirsty Graham, Maggie Hoffman, Eve Holden, Michael Jurua, Charlotte Knapper, Sophie Marshall, Nicole Lahiff, Claudia Wilke, Katie Slocombe</i></p>
10.20	Coffee break	
10.40	Session 2 (20 min talks)	<p>2.1. Measuring mean length of utterance and lexical diversity among Mongolian-speaking rural and urban children. Dorjderem Byambasuren, <i>Shanley Allen</i></p> <p>2.2. Uncovering cross-linguistic morphosyntactic transfer in second-language learning. <i>Zoey Liu, Emily Prud'hommeaux, Joshua Hartshorne</i></p> <p>2.3. A large-scale study of how accent exposure affects vocabulary development. Helen Buckler, <i>Priscilla Fung, Elizabeth K. Johnson</i></p> <p>2.4. Why do older children learn second languages faster than younger children? Wei Li, <i>Heesu Yun, Joshua Hartshorne</i></p>
12.00	Lunch break	
12.45	Poster session 1: Timeslot A	
14.00	Session 3 (20 min talks)	<p>3.1. Parallel forms and over-generalisation in 5-year-olds: A cross-linguistic study of morphological acquisition in Croatian and Estonian. Virve Vihman, <i>Gordana Hržica, Mari Aigro, Sara Košutar, Tomislava Bošnjak-Botica</i></p> <p>3.2. Morphological richness and cross-linguistic influence in bilingual acquisition. Adele Vaks, <i>Virve Vihman</i></p> <p>3.3. The influence of cognate status on bilingual infants' early receptive vocabulary: A cross-linguistic CDI study. <i>Salomé Schwob, Amandine Ballestraz, Letizia Volpin, Katrin Skoruppa</i></p> <p>O3.4. The words from children to children: A study of the linguistic environment of children from diverse sociocultural groups in Argentina. Florencia Alam, <i>Celia Renata Rosemberg, Leandro Garber, Pablo Amdem</i></p>
15.20	Coffee break	
15.40	Symposium in honour of Anne Cutler	<p>Chair: Caroline Junge</p> <p>S.1. Understanding infants' preference for infant-directed speech through large scale collaborative science <i>Melanie Soderstrom</i> (University of Manitoba)</p> <p>S.2. At the interface of phonology and the lexicon: A crosslinguistic Cantonese/French comparison <i>Thierry Nazzi</i> (CNRS - Université Paris Cité)</p> <p>S.3. Pitch processing in Japanese and Dutch infants: Same or different? <i>Claartje Levelt</i> (Leiden University)</p>
17.40	Conference reception	
18.40	Poster session 1: Timeslot B, followed by closing remarks (end 20.00)	

Thursday, October 26th

Start Time	Session	Title/Authors (presenter in bold) O = online presentation (e.g. O1.1.)
8.30	Registration & coffee	
9.05	Invited talk	I.1. The neural basis of early speech perception in hearing and deaf/hard-of-hearing infants <i>Judit Gervain</i> (Università degli Studi di Padova)
10.20	Coffee break	
10.40	Session 4 (20 min talks)	4.1. Infants' neural tracking of rhythm in spoken nursery rhymes relates to their vocabulary size. Laura E. Hahn , <i>Tineke M. Snijders</i> 4.2. Attention towards speaker's visual cues during word learning in children with hearing loss: A pilot study. Beatriz de Diego-Lázaro , <i>Elisa Marrodan, Laura Bosch</i> 4.3. Do visual speech cues facilitate ten-month-old infants' neural tracking of speech? Melis Çetinçelik , <i>Antonia Jordan-Barros, Caroline F. Rowland, Tineke M. Snijders</i> 4.4. The role of pitch contour shape in expressing social purpose in infant babbling. Elanie van Niekerk , <i>Caroline Junge, Aoju Chen</i>
12.00	Lunch break	
13.00	Poster session 2: Timeslot A	
14.15	Session 5 (20 min talks)	5.1. Stepping into the shoes of young children with Down syndrome: Understanding sensorimotor patterns of parent-child interaction during word learning. Hana D'Souza , <i>Kate Mee, Catalina Suarez-Rivera, Chen Yu</i> 5.2. Comparing language input in homes of blind and sighted children: Insights from daylong recordings. Erin Campbell , <i>Lillianna Righter, Eugenia Lukin, Erika Bergelson</i> 5.3. Recognition of dialectal word-forms in bivarietal children. Sarah Warchhold , <i>Anja Gampe, Katharina Zahner-Ritter, Bettina Braun</i>
15.15	Coffee break	
15.40	Session 6 (20 min talks)	O6.1. Vocal maturity predicts adult responsiveness in a Tzeltal Mayan community. Yuchen Jin , <i>Juan Méndez Girón, Gilles Polian, Kennedy Casey, Marisa Casillas</i> O6.2. Copula absence variation in adult and child corpus speech. Jordyn Martin , <i>Claire Bergey, Sharese King, Marisa Casillas</i> O6.3. Multigenerational child-directed communication (CDC) in Mayan Tsotsil: Caregivers' interactional format-types in communicative events. Lourdes de León O6.4. Vocabulary growth and the early linguistic environment in rural Ghana. Joseph Coffey , <i>Jesse Snedeker, Elizabeth Spelke</i>
17.00	Short comfort break	
17.10	Poster session 2: Timeslot B, followed by closing remarks (end 18.20)	

Friday, October 27th

Start Time	Session	Title/Authors (presenter in bold) O = online presentation (e.g. O1.1.)
8.30	Registration and coffee	
9.00	Invited talk	I.2. Breaking into Language: Diversity, representations, and limits on generalizability <i>Leher Singh</i> (National University of Singapore)
10.15	Coffee break	
10.40	Session 7 (20 min talks)	7.1. Developing language in a developing body: A genetic perspective. Ellen Verhoef , <i>Lucía de Hoyos, Fenja Schlag, Philip S. Dale, Evan Kidd, Simon E. Fisher, Beate St Pourcain</i> , 7.2. The development of informativity: Multimodal referential communication in Spanish and Norwegian preschoolers. Paula Rubio-Fernandez , <i>Chigusa Kurumada</i> 7.3. How a white dog becomes a cloud: developmental and computational investigation of metaphor production skills in preschoolers. Chiara Pompei , <i>Serena Lecce, Paolo Canal, Paola Del Sette, Valentina Bambini</i>
11.40	Comfort break	
11.45	Session 8 (20 min talks)	O8.1. Rational inattention: A new theory of neurodivergent information seeking. Samuel Jones , <i>Manon Jones, Kami Koldewyn, Gert Westermann</i> 8.2. The role of language experience in the first cohort of an emerging sign language. Rachel Miles , <i>Rachel Mayberry</i>
12.25	Lunch break	
13.25	LangVIEW discussion	An introduction to the LangVIEW group, aims and achievements and a discussion about how to extend/modify LangVIEW. See alecristia.github.io/LangVIEW/
14.25	Conference closing discussion & feedback session (end 14.45)	

Notes

Online audience should use this live stream link to attend the talks:

<https://videoportal.mpi.nl/Mediasite/Channel/mpal2023/>

Online oral/sign language presenters should use this zoom link to deliver their talk

<https://mpi-nl.zoom-x.de/j/64724505147?pwd=M0lweUICbEp1K0FFVVBVnN0RTlvQT09>

Meeting ID: 647 2450 5147, Passcode: 328461

In-person posters should be placed on their boards at the start of each day and removed at the end of the day. Each board will have a number on it that corresponds to the number on your poster below. For online poster presenters, we will place your posters for you.

Online poster presenters and online audience should open the following zoom link and go to the relevant breakout room for each poster listed further down on the program.

<https://mpi-nl.zoom-x.de/j/61561096671?pwd=OVExQ2JyUjBsS2xkTnFscHEXZWt1UT09>

Meeting ID: 615 6109 6671, Passcode: 156357

All online presenters and audience: Please make sure you know the time difference between your timezone and that of the Netherlands (Central European Summer Time, UTC+2) and adjust your attendance accordingly.

See attendee and presenter guide on the MPaL attendees website for more information:

<https://www.mpi.nl/GXQ5BMZhnSVbqgpDFWtwhYTt>

Poster program

Wednesday 25th October: Day 1

Timeslot A

In-person posters

#	Authors (presenter)	Title
P1.01	Magdalena Krysztofiak , Magdalena Łuniewska, Katarzyna Chyl, Pernille Hansen, Joanna Kołak, Karolina Muszyńska, Hanne Gram Simonsen, Zofia Wodniecka & Ewa Haman.	Searching for words: Picture naming errors in bilingual and monolingual preschoolers and contributing factors.
P1.02	Ali Langner	Investigating infants' production of syllables following full cleft palate repair surgery: Syllable sequences at 13-14 months as a predictor of phonetic repertoire at 24 and 36 months.
P1.03	Vishakha Shukla , Angela Xiaoxue He & Sudha Arunachalam	Attention to illustrations in autistic and non-autistic children following spontaneous parent narratives: An exploratory eye-tracking study.
P1.04	Anja Hahne , Niki K. Vavatzanidis, Christina S. Wegewitz, Lena C.E. Heine & Anne Erler	Consequences of deprivation and adverse input conditions on language acquisition in the long run: Evidence from children with cochlear implants.
P1.05	Paul Ibbotson & William Browne	The effects of family, culture, and sex on linguistic development across 11 languages.
P1.06	Elena Andonova	The social & cultural context of early language development in Bulgarian.
P1.07	Hannah Sawyer , Colin Bannard & Julian Pine	Testing the competing sources of input account on English-speaking children's verb-marking errors across development.
P1.08	Rebecca Woods & Johannes Heim	What's a question to start with?
P1.09	Monica Barbir , Yuka Tatsumi & Sho Tsuji	Learning from sparse input: How children learn morphosyntactic elements that are often omitted in speech.
P1.10	Elsa Viviana Oropeza Gracia	The development of complement clauses in Spanish: The case of Reported Speech.
P1.11	Melvatha R. Chee	Navigating the Navajo verb construction in child speech: A focus on verbal prefixes.
P1.12	Eugenia Lukin , Erin Campbell, Lillianna Righter & Elika Bergelson	Comparing utterance composition and conversational content in everyday language input to blind and sighted toddlers.
P1.13	Sarah Rajendra & Leher Singh	Socio-economic Status predicts infant word recognition:

		Evidence from a socio-economically and linguistically diverse Singaporean sample.
P1.14	Jennifer Sander , Melis Çetinçelik, Yayun Zhang & Caroline Rowland	Unraveling the granularity of different metrics in analyzing joint attention data.
P1.15	Anika van der Klis , Caroline Junge, Frans Adriaans & René Kager	Caregiver reporting of Dutch children's vocabularies: Examining validity and predictors of variation from infancy to toddlerhood.
P1.16	Birsu Kandemirci , F. Cansu Pala	An evidentiality task to accommodate cross-linguistic differences.
P1.17	Iris Leliveld , Jorik Geutjes, Caroline Junge & Aoju Chen	Comparing the prosody of IDS and ADS: How do ADS and IDS differ in their marking of intonational phrase boundaries?
P1.18	Kirsty Green , Marcus Perlman & Sotaro Kita	Iconic words are more common in early interactions because they are more engaging.
P1.19	Letizia Volpin , Amandine Ballestraz, Salomé Schwob & Katrin Skoruppa	How gesture repertoire and early pragmatic abilities predict first vocabulary independently in young children exposed to one or more language.
P1.20	Monica Vanoncini , Isabell Wartenburger & Birgit Elsner	Do action boundaries help to segment speech?
P1.21	Youtao Lu , Megumi Ishikawa, Maria Gohlke, Emma de Araujo, Panagiotis Boutris, Sho Tsuji & Reiko Mazuka	Examining the concurrent effect of contingency on word learning in Japanese and French 13-month-olds.
P1.22	Dahlia Labertoniere & Katrin Skoruppa	Composition of the early lexicon across languages: A systematic review.
P1.23	Sharon Unsworth	Why some bilingual children actively use their heritage language more than others.
P1.24	Ingrida Balčiūnienė & Aleksandr N. Kornev	Spontaneous bilingualism in a child with autism spectrum disorder: A case study.
P1.25	Anna Caunt & Rana Abu-Zhaya	Evaluating measures of language input to multilingual infants.
P1.26	Wei Li , Aidas Aglinskas & Joshua Hartshorne	Contrastive neural network reveals the structure of neuroanatomical variation within bilingualism.
P1.27	Rowena Garcia , Youtao Lu & Natalie Boll-Avetisyan	Limits of variability in infant phonotactic acquisition: A study on the sonority sequencing principle.
P1.28	Iris van der Wulp , Marijn Struiksma & Frank Wijnen	Rhythmic abilities and statistical learning in infancy.
P1.29	Gilbert Ambrazaitis, Nadja Althaus , Charlotte Bertilsson, Simone Löhndorf, Anna Sara H. Romøren & Susan Sayehli	Do dialect-specific prosodic properties shape the path to contrastive focus? - Production and comprehension data from 3-5 year-old children acquiring Stockholm or Scania Swedish.
P1.30	Martina Dvořáková , Kateřina Chládková & Jan Kremláček	Neural preparedness for spoken language: Neural speech tracking in newborns of Czech-speaking, Russian-speaking, and signing mothers.

Timeslot A

Online posters

#	Zoom breakout room	Authors (presenter)	Title
OP1.01	1	William N. Havard , Loann Peurey, Alejandrina Cristia & Kasia Hitczenko	Speech maturity dataset.
OP1.02	2	Sarah Dolscheid & Martina Penke	Exploring links between visual attention and language production in children.
OP1.03	3	Athina Ntalli , Jelena Mirković, Adhvika Shetty, Pooja Pandith, M. N. Usha, Sanjana Nagendra, B. Kala, S. Chandara, Rinkle Crasta, Deeksha Prabhu, Gideon Arulmani, & Sonali Nag	Improving children's spoken language via implicit learning of syntactic and narrative structures.
OP1.04	4	Xiaowei Gong , Asli Aktan-Erciyes, Basak Sahin-Acar & Dilay Z. Karadöller	Neither bilingual experience nor home language environment relate to cognitive control of bilingual children.
OP1.05	5	Samuel David Jones , Hannah Stewart & Gert Westermann	A maturational frequency discrimination deficit may explain developmental language disorder.

Timeslot B

No poster presenters are currently scheduled to present their posters in Timeslot B on Wednesday but you will be able to browse the posters during this timeslot and leave a note for the presenter if you have questions.

Thursday 26th October: Day 2

Timeslot A

In-person posters

#	Authors (presenter)	Title
P2.01	Serene Siow & Nick Huang	Believe what you see: Children's interpretations of perception verbs used for beliefs.
P2.03	Vrinda Bhatia , Vishakha Shukla, Anwasha Mahapatra, Madeleine Long & Paula Rubio-Fernandez	Multimodal referential communication in newly-sighted children: A test of adaptive pragmatics
P2.04	Gaia Lucarini , Caroline Nallet, Davide Brotto, Alessandro Martini, Patrizia Trevisi & Judit Gervain	Rhythmic discrimination of languages in infants with hearing loss.
P2.05	Benedetta Colavolpe , Lara Burgato, Gaia Lucarini & Judit Gervain	The development of Italian vocabulary, morphology and syntax: An observational study.
P2.06	Júlia Florit-Pons , Mariia Pronina, Alfonso Iguada, Pilar Prieto & Courtenay Norbury	Multimodal skills, but not motor skills, predict narrative and pragmatic skills in typically and non-typically developing preschoolers.
P2.07	Sita ter Haar , Yang Zheng & Gabriel Beckers	The relation between sleep and vocal learning in songbirds, a model for speech acquisition.
P2.08	Iris Nomikou & Emily Hofstetter	Exploring the sociality of infant strain sounds in naturalistic interaction.
P2.09	Dinah Baer-Henney & Ulrike Domahs	German number cues and their variability of strengths within and across time.
P2.10	Tomoko Tatsumi & Julian Pine	What I say matters: Longitudinal changes in children's response and interaction in Japanese question sequences.
P2.11	Angelika Golegos & Theodoros Marinis	Is "he" the tiger or the hedgehog? Individual differences in children's processing of pronoun ambiguity in German.
P2.12	Naz Deniz Atik , Gregory Ward & Sandra R. Waxman	Evidence for a morphosyntactic marker of genericity in Turkish: -dir.
P2.13	Adeline Braverman , Lili Correa & Naja Ferjan Ramírez	Language input from mother-mother dyads: An exploratory study of gender/sex-related variability in the use of parentese.
P2.14	Cecilia Rojas-Nieto	Child-caregiver conversational sequences that look for the communicative encounter: A look through Mexican families.
P2.15	Giovanna Morini , Mels Ayala & Stephanie Stollar	What did you say? The role of audio-visual cues on speech perception in noise by monolingual and bilingual toddlers.
P2.16	Daniil Kocharov & Okko Räsänen	Analyzing age-dependent lexical and syntactic changes in child-directed speech using CHILDES.

P2.17	Sura Ertaş , Sümeyye Koşku-Sancar, Ebru Ger, Ulf Liszkowski & Aylin C. Küntay	Relation of infants' and mothers' pointing to infants' vocabulary development measured directly and with parental report.
P2.18	Melanie Soderstrom, Caroline Junge , Natalia Kartushina, Gaye Soley, Julien Mayor, Virginie Durier, Stephanie Barbu, Zuzana Ocel Kov, Katerina Chladkova, Filip Smolík & Paula Fikkert	Preference for Infant-Directed Speech in 6-9-month-old infants: A cross-linguistic, cross-laboratory approach.
P2.19	Agnieszka Dynak , Katarzyna Bajkowska, Jolanta Kalinowska, Joanna Kołak, Magdalena Krysztofiak, Magdalena Łuniewska, Karolina Muszyńska, Nina Gram Garmann, Ewa Haman	Will you benefit from taking part in parental intervention? Factors influencing the rate of increase in the knowledge after taking part in an intervention about early bilingual development.
P2.20	Laura Cristina Villalobos Pedroza	Exploring the role of prosody on prompted repair sequences in child-adult interaction: A case study on first language acquisition of Spanish.
P2.21	Ming Yean Sia, Rajalakshmi Madhavan , Xiaoyun Chen & Nivedita Mani	The effect of labelling and sustained attention during parent-child interaction on novel-word retention.
P2.22	Jessica N. Steil , Ulrike Schild & Claudia K. Friedrich	Word frequency imbalance does not guide noun comprehension of 6- to 14-month-old German-learning infants within the looking-while-listening paradigm.
P2.23	Solène Belogi & Katrin Skoruppa	Fast mapping abilities and their predictive effect on receptive vocabulary in 3 to 5 year-old monolingual and bilingual children.
P2.24	Martin Teunisse , Roy Hessels & Caroline Junge	Building on the Looking While Listening paradigm: What are the individual differences in the performance on the LWL for 2-5-year-olds?
P2.25	Julia Egger , Caroline F. Rowland & Christina Bergmann	Examining the relationship between lexical speed of processing and novel word learning.
P2.26	Allison Fitch & Amy Lieberman	The use of mutual exclusivity in monolingual and bimodal bilingual children acquiring American Sign Language.
P2.27	Clara Kunst , Diarmuid Johnson, Evan Kidd & Sharon Unsworth	Cross-Linguistic Influence and intergenerational language change in Irish Gaelic.
P2.28	Jérémy Genette , Steven Gillis & Jo Verhoeven	Exploring individual differences in dual pathways to the vowel height contrast: the f0 and F1 routes.
P2.29	Joanna Kołak, Gemma Taylor & Padraic Monaghan	The potential of digital media to support monolingual and bilingual children's language development.

Timeslot A

Online posters

#	Zoom breakout room	Authors (presenter)	Title
OP2.01	1	Sebastian Holt & David Barner	Learning the meanings of numbers from the syntax of nouns.
OP2.02	2	Sneh Jhaveri , Abbie Heidenreich & Sarah Kucker	Predicting child language outcomes using narrow and broad socioeconomic factors.
OP2.03	3	Hannah Sarvasy	Verbatim narrative prompting to Nungon-speaking children.
OP2.04	4	Jongmin Jung , Jun Ho Chai & Eon-Suk Ko	Socioeconomic status, parental play and book-reading, maternal work status and vocabulary development in young Korean children.
OP2.05	5	Eon-Suk Ko, Jun Ho Chai & Jongmin Jung	The initiator effect in conversational interactions and its association with children's language outcome.
OP2.06	6	Shannon P. Kong , Olivia Afonso & Nayeli Gonzalez-Gomez	Exploring bilingual and monolingual children's ability to combine mutual exclusivity and eye gaze across different contexts.

Timeslot B

In-person posters

No in-person presenters are currently scheduled to present their posters in Timeslot B on Thursday, but you will be able to browse the posters during this timeslot and leave a note for the presenter if you have questions

Online posters

#	Zoom breakout room	Authors (presenter)	Title
OP2.07	1	Kennedy Casey & Marisa Casillas	Multimodal predictors of early object noun recognition in Tselal.
OP2.08	2	Jessica Kosie & Casey Lew-Williams	Characterizing infant-directed communication and links to caregiver-infant synchrony.
OP2.09	3	Federica Bulgarelli	Characterizing input from older children in North-American daylong recordings.
OP2.10	4 (presenters for OP2.10 and OP2.11 are in the same zoom breakout room)	Urška Fekonja, Naja Ferjan Ramirez, Ljubica Marjanovič-Umek &	Language environment and early language skills in Slovenian toddlers: A pilot study using daylong recordings.
OP2.11	4 (presenters for OP2.10 and OP2.11 are in the same zoom breakout room)	Naja Ferjan Ramirez	Estimating children's language exposure: A comparison of random and volume sampling from daylong recordings collected in a bilingual community.
OP2.12	5	Lillianna Richter, Erin Campbell, Eugenia Lukin & Erika Bergelson	The interdependence of vocabulary and morphosyntax development in blind and sighted children.
OP2.13	6	Kayla McComb & Caitlin Fausey	Harnessing learning theory to achieve robust manual annotation: Insights into training native listeners to identify infant vocalizations in everyday audio.
OP2.14	7	Erika Exton & Rochelle Newman	Properties of infant-directed speech in unilingual and mixed-language contexts.
OP2.15	8	Mariam El Amin & Jennifer Brown	An examination of maternal linguistic input of bilingual mothers.